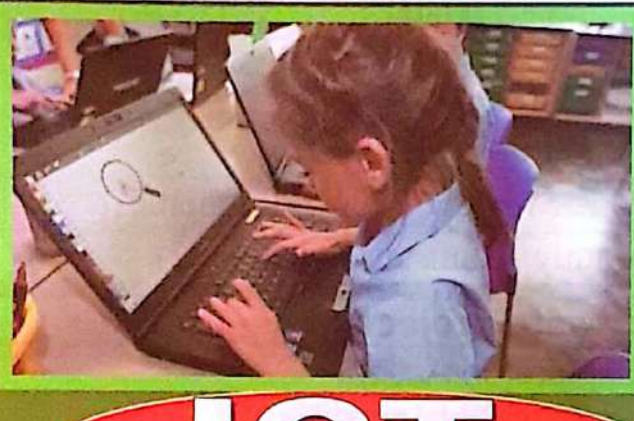


مطابقاً لآخر تعديلات منهج وزارة التربية والتعليم



ICT

* Explanation by pictures for each lesson.
* Questions for each lesson.
* Ministry book exercises.
* Monthly Model exams .
* A summary for all term titled of (The Exam's Night).
* General tests.
* Full answers for the book questions and test questions.

For Primary
Seconed



Al Faez

Contents

Theme 3



Digital citizenship

Essential question:

How can ICT tools benefit our lives?

Spotlight on theme 3

* Digital technologies are bringing many new opportunities to learn, research, and communicate.
* We can make use of technology to find out the news, to do school projects, and to socialize.

In this theme



* You will learn about the positive impact that ICT applications have across many different areas and for different kinds of people.
* You will also examine different communication methods and learn to select the correct method for each situation.

Al Faez

Lesson one

Explorer in action



Objectives By the end of the lesson, I will be able to: After the lesson, check the correct box, I can ...	Very well	OK	Need more work
- Explain how digital technology helps us by making different tasks easier.			
- Explain the features of digital citizenship.			
- Describe "digital technology" and give some examples.			

Engage:

- What different kinds of digital technology do you use every day? What do you use the digital tools for?



- William Tyner is a cultural anthropologist, technologist, and filmmaker.
- He uses different types of digital technology in many aspects of his work. He works to find real solutions to problems that benefit local communities.
- Mr. Tyner thinks that using technology in a positive way can help people become successful digital citizens.

- He believes digital communication and helping people to connect with each other are important to exchange opinions and build good relationships.

- Mr. Tyner works with different organizations. They help to put individuals in contact with people or services that can help them.

- They do this by building easy-to-use digital tools and apps that provide people with the information they need.
- For example, if someone is finding it hard to pay their bills, they can use an app to find the institution from which services they wish to benefit.

- In Egypt, there are many ways in which digital tools can help its citizens. Travel is made more convenient by booking tickets for trains, buses, and airplanes online.
- Many historical and cultural sites can now be visited by purchasing tickets easily through a website by clicking on your preferred choice. And a wealth of information is now at everyone's fingertips with the amazing EKB website.

Egyptian Knowledge Bank
بنك المعرفة المصرى

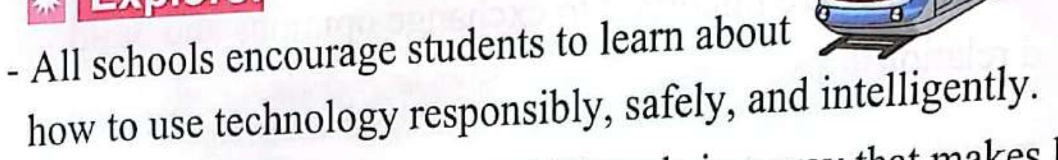
Video:



- Watch the video about William Tyner's work.
- What ICT tools did they use?
- URL: **https://www.youtube.com/watch?v=o0ue0TtNg5c**



Explore:



- All schools encourage students to learn about how to use technology responsibly, safely, and intelligently.
- How does William Tyner use ICT tools in a way that makes him a digital citizen?

....

- What interests you most about William Tyner's work, and why?

....

Review:

(1) Think of examples of using ICT tools in daily life.

....

(2) How can ICT tools be used by organizations and governments to help local communities?

....



Self-assess:



- Go to the objectives at the beginning of the lesson. Chick the correct I can… box.



Ministry book exercises



Life skills:



(1) Read and answer:

- Apps and websites can help make things more accessible to all of us. What apps and websites do you or your parents use regularly?

....

....

Graphic organizer:

(2) Read and complete:

- Read the names in the box, then label each image with the correct name.

Egyptian Knowledge Bank. Ministry of Tourism and Antiquities.
Ministry of Education. Ministry of Health and Population.
Egyptian National Railways.

(1)	(2)	(3)	(4)	(5)
....	....	....	....	....

Critical thinking:

(3) Think and answer:

- Look at the following situations and decide which organization from Activity 2 would help you find out the information.

(1) The library in your local area is closed, and you need to look for some reference books.

....

(2) You want to know when your school exams are.

....

(3) One of your neighbors needs help booking a train ticket.

....

(4) Your family wants to book tickets to visit The Egyptian Museum in Cairo.

....



(5) You want to register your data or the data of a member of your family so you can get the Covid 19 vaccine.

....

(4) Think and answer:



- Imagine you are going to do an interview with someone from your community to find out more about an issue that affects people in the city or neighborhood in which you live. Plan your interview.

* Choose a topic that you're interested in:

....

* Decide what information you want to find out:

....

* Write three detailed questions:

....

* Possible solution to the issue:

....

Remember



- William Tyner is a cultural anthropologist, technologist, and filmmaker.
- He works to find real solutions to problems that benefit local communities.
- He thinks that using technology in a positive way can help people become successful digital citizens as for communications.
- He believes digital communication and helping people to connect with each other are important to exchange opinions and build good relationships.



Al Faez Questions



★ First: Complete the following sentences from the brackets:

1. Travel is made more convenient by booking tickets for ……... online. (trains – buses – airplanes – All of the above)
2. The ……. help people to connect with each other, to exchange opinions, and build good relationships. (digital communication - Super Market – Schools - Clubs)
3. Many historical and cultural sites can be visited by purchasing tickets easily through a website by clicking on preferred choice. (historical – cultural – historical and cultural – Schools)
4. There are a wealth of information at everyone's fingertips with the ……. website. (EKB - The YouTube – Facebook - WhatsApp)

★ Second: Put (✓) or (×):

1. All Egyptians can pay their bills through the appropriate app available online ( )
2. William Tyner works to find real solutions to problems that benefit local communities. ( )
3. In Egypt, there are not ways in which digital tools can help its citizens. ( )
4. In Egypt, it has become difficult to book train or plane tickets Online. ( )

Lesson two

Digital citizenship



Objectives By the end of the lesson, I will be able to: After the lesson, check the correct box, I can ...	Very well	OK	Need more work
- Explain what it means to be a digital citizen.			
- Explain key concepts of digital citizenship.			
- Discuss how to use ICT tools ethically. responsibly, and safely.			



Engage:

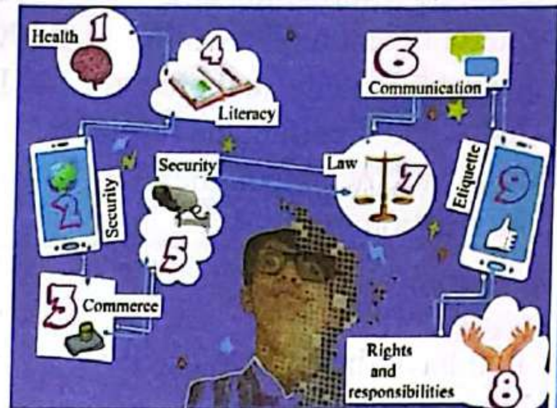
- What do you think it means to be a digital citizen?

Learn:

- **Digital citizenship** is the ability to use digital technology ethically, responsibly, and safely. This helps you to enjoy and take advantage of digital technology, and protects your digital footprint.
- In Term 1, you learned some techniques that are part of digital citizenship. You learned how to:

* be ethical and responsible by treating others online with respect, and by crediting sources you find online.
* Stay safe online by setting strong passwords and choosing websites you visit wisely, using updated software, and monitoring online screen time.

* Digital footprint: Your digital footprint is a record of what you do online, including the sites you visit and the things you post; it can also include things that others post about you.



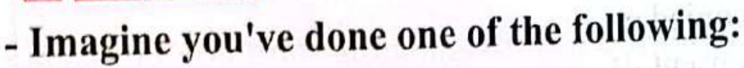
- This is why it's important to share information about yourself and others safely and responsibly.

* As a digital citizen, you have certain rights and responsibilities.

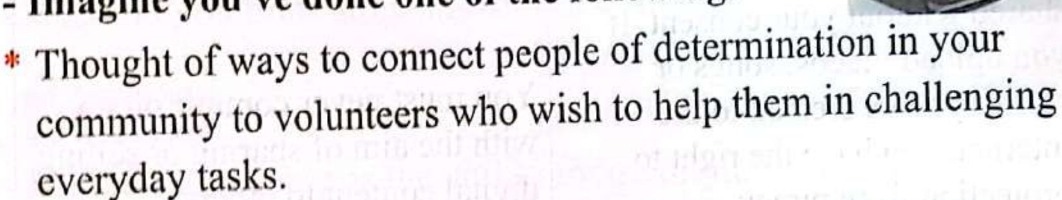
Rights	Responsibilities
You have the right to not have your digital footprint copied or shared without your consent. If you upload videos, songs or stories you've created to the internet, you have the right to protection from piracy. **Piracy:** is the illegal circulation of content to be shared or sold to others.	You must never commit piracy, with the aim of sharing or selling digital content to others.
You have the right to engage with others online. This includes communicating with family, teachers, and friends. It may also include posting positive ideas to help your community, and expressing your opinions in a way that doesn't offend others.	You should always show positive behavior in your communication online. A good rule is to share with your classmates and friends things you are comfortable saying face to face and positive things.

You have the right to provide and to access information and entertainment online while respecting intellectual property rights, and crediting the resources from which you took the information.	Be sure to evaluate what you're viewing or about to share. Ask: Is the source information safe to view and share? Is the source material a result of piracy?
You have the right to use the internet when you need or want to, while respecting the law.	Evaluate how you're using the internet. Is what you're looking at a productive use of time? Does it bring you joy, or does it cause you stress? Is the material safe? A good online/in-person balance is important for your well-being.

Explore:



- **Imagine you've done one of the following:**



* Thought of ways to connect people of determination in your community to volunteers who wish to help them in challenging everyday tasks.
* Filmed a video explaining how to reduce community waste.

- How would you responsibly and effectively share this information online? Discuss with a partner.

....

Review:



(1) Explain the rights and responsibilities of digital citizenship.

(2) Give examples of how you use ICT tools ethically, responsibly, and safely.

....

 **Self-assess:**



- Go to the objectives at the beginning of the lesson.
  Chick the correct I can… box.



Ministry book exercises

 **Comprehension:**

(1) **Look and write:** **Then answer the question.**

- Complete the chart. Read the rights of digital citizenship.
- Provide an example of how you can use each right responsibly.

Rights	Example
(1) You have the right to engage with others online.	....
(2) You have the right to gather and post information and entertainment online.	....
(3) You have the right to use the internet when you want to.	....

- Create a new right that can be connected to digital citizenship.

How can you use this right responsibly?

....

(2) **Think and write:**

- Provide an example of how you can achieve each of the following:

(1) being a good digital citizen.

....

(2) leaving a positive digital footprint.

....

(3) Sharing with your colleagues and friends information published on the internet.

....

(4) Avoiding piracy.

....



(3) 

- Think about what you have learned about digital citizenship.
- Read the scenarios below. Explain how you would handle each one.

(1) You read a blog that talks about the best food to eat for breakfast. However, you disagree with the blogger's opinion.

- You want to write a response to share your thoughts on what you think is a healthier and tastier breakfast option. How do you express your opinion in a positive way?

....
....
....
....

(2) You've noticed lately that your friend is constantly online. He/She seems cranky and tired. Who do you talk to about this? What do you say?

....
....
....
....

 **ICT and me:**

(4) **Think and answer:**

- Can you think of a time in your daily use of ICT tools when you or someone you know was a good digital citizen? Discuss this situation with your teacher and classmates.

....

....

....

Remember



- **Digital citizenship** is the ability to use digital technology ethically, responsibly, and safely.
- This helps you to enjoy and take advantage of digital technology, and protects your digital footprint.
- **Piracy:** is the illegal circulation of content to be shared or sold to others.
- You should be ethical and responsible by treating others online with respect.
- Stay safe online by setting strong passwords and choosing websites you visit wisely, using updated software, and monitoring online screen time.
- **Digital footprint:** Your digital footprint is a record of what you do online, including the sites you visit and the things you post; it can also include things that others post about you.
- This is why it's important to share information about yourself and others safely and responsibly.



Al Faez Questions



★ First: Complete the following sentences from the brackets:

1. If you ..... you've created to the internet, you have the right to protection from piracy.
   a) Upload videos. b) Upload songs.
   c) Upload stories. d) All of the above.

2. .... is the ability to use digital technology ethically, responsibly, and safely.
   a) Digital citizenship. b) Digital footprint.
   c) Piracy. d) Responsibility.

3. Stay safe online ....
   a) By using updated software.
   b) Monitoring online screen time.
   c) By setting strong passwords.
   d) All of the above.

★ Second: Put (✓) or (×):

1. You should be ethical and responsible by treating others online with respect. (   )
2. You have the right to use the Internet when you need or want to, with no respect for the law. (   )
3. You must commit piracy, with the aim of sharing or selling digital content to others. (   )

Lesson three

Positive impacts of ICT



Objectives By the end of the lesson, I will be able to: After the lesson, check the correct box, I can ...	Very well	OK	Need more work
- Explain how ICT tools can aid me socially, intellectually, and educationally.			
- Discuss the efforts made by the Egyptian government in providing safe and reliable digital resources.			
- Discuss how technology provides support for people of determination.			

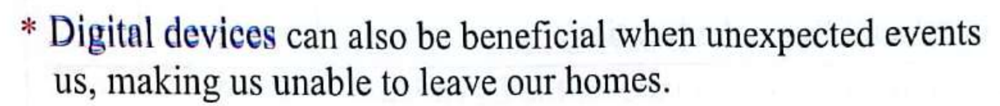
Engage:

- How have ICT tools made your life easier?

Learn:

- As a digital citizen, you use ICT tools to learn, to share, and to communicate.
- In 2018, the Egyptian government provided digital tools and resources that can help you enjoy your time through digital books, activities, and watching videos and TV channels presented by experts in educational materials.
- Its goal is to implement a skill-based education, and ensure that all students can access learning materials equally.

* Digital devices can help a nonverbal person communicate on to learn languages at school, using pictures. For students who can't leave their home due to health or other issues, digital devices can provide them with the connection they need to teachers, and the material they need to learn.



* **Digital devices** can also be beneficial when unexpected events us, making us unable to leave our homes.

- In addition to providing Egyptian citizens with access to learning materials in the digital library, the **EKB** holds webinars for teachers, students, and parents.
- The webinars provide guidance and tips on how to register on the website and use it.

Egyptian Knowledge Bank
بنك المعرفة المصري

* Video-sharing platforms:

- You can use video-sharing platforms to learn or to teach new things.

* **For example,** if you want to learn how to create healthy meals, you can search for a video to show you how, step-by-step!

- If you have a skill you'd like to share online, you can use a video-sharing platform to post your own video, too.



- Remember to ask your teacher or a member of your family before you post anything online.

Socializing:

- You can socialize online as well.
- You can work with classmates outside of school on a project, virtually.
- You can video chat with your friends.
- You may join an online group that shares your interests, some common interests could include sports, movies, and games, like chess.
- Remember to ask an adult's permission before you join a group or communicate with someone online.



Common communication apps:

Common communication apps are the messaging app WhatsApp, the social media platform Facebook, and the virtual meeting app Skype.

Explore:

- Think about a skill or talent you have that could help others. Explain what it is.
- How might you use a video-sharing platform to provide information about it? Share your ideas with the class.

....

Review:



(1) Explain the positive impacts of ICT tools on Egyptian students' lives.

....

(2) How can ICT tools help people of determination?
Why are these tools so important?

....



Self-assess:

- Go to the objectives at the beginning of the lesson. Chick the correct I can… box.



Ministry book exercises





Comprehension:

(1) Look and complete:

- Complete the chart. Provide examples of how ICT can help citizens in the following areas.

Communication with friends and family.	....
Learning / Sharing information	....
Entertainment.	....
Education	....
Support for people of determination	....

(2) Read and write:



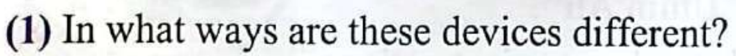
- Explain how platforms like the Egyptian Knowledge Bank help students in the following areas:

* Their experience with ICT tools.
* skills development.

Critical thinking:

(3) Think and answer:





(1) In what ways are these devices different?

Desktop computer. …………………………………………… …………………………………………… ……………………………………………	
Laptop computer. …………………………………………… …………………………………………… ……………………………………………	
Cell phone. …………………………………………… …………………………………………… ……………………………………………	

(2) Write examples of situations where you might choose to communicate using the following apps, and explain why.

- WhatsApp messenger: ……………………………………………
……………………………………………………………………
- Facebook® community group: ………………………………………
……………………………………………………………………
- Skype call: ……………………………………………………
……………………………………………………………………

 **Research:**

(4) Write a summary:

- Learn how to make **"Umm Ali"**.
- Search online to find step-by-step instructions on how to make it. Write the steps below.
- Remember to choose reputable, safe platforms. Be sure to credit your source.

....
....
....
....

Remember



- As a **digital citizen**, you use ICT tools to learn, to share, and to communicate.
- **Digital devices** can help a nonverbal person communicate on to learn languages at school, using pictures.
- **Digital devices** can provide the students who can't leave their home due to health issues, with the connection they need to teachers, and the material they need to learn.
- **Digital devices** can also be beneficial when unexpected events us, making us unable to leave our homes.
- You can use video-sharing platforms to learn or to teach new things.

- EKB providing Egyptian citizens with access to learning materials in the digital library.
- The webinars provide guidance and tips on how to register on the website and use it.
- You can search for a video to show you how, step-by-step! to create healthy meals.
- If you have a skill you'd like to share online, you can use a video-sharing platform to post your own video.
- Common communication apps are the messaging app WhatsApp, the social media platform Facebook, and the virtual meeting app Skype.



Al Faez Questions



★ **First: Complete the following sentences from the brackets:**

1. …….. can provide the students who can't leave their home due to health issues, with the connection they need.
   (Digital citizen - Digital devices - learn languages)
2. …….. providing Egyptian citizens with access to learning materials in the digital library.
   (EKB - Face book - Social media)
3. You can use ……… platforms to learn or to teach new things.
   (Skype - video-sharing - WhatsApp)
4. The webinars provide guidance and tips on how to ……… on the website and use it. **(website - Webpage - register)**



5. One of the popular communication the social media platform. ……… and the virtual meeting app Skype.

(Facebook - Webpage - Website)

6. As a digital citizen, you use …….. to learn, to share, and to communicate.

(video chat - ICT tools - Online)

7. ………… provides support for people of determination.

(Technology - ICT tools - Online)

★ **Second: Put (✓) or (×):**

1. Information and communication technology has no positive Effects. ( )
2. In 2018, the Libyan government provided digital tools and resources that can help you enjoy your time. ( )
3. You use ICT tools to learn, to share, and to communicate as a digital citizen. ( )
4. Digital devices can not be beneficial when unexpected events us, making us unable to leave our homes. ( )
5. EKB holds webinars for teachers, students, and parents. ( )
6. The webinars provide guidance and tips on how to register on the website and use it. ( )
7. You can work with classmates outside of school online a project, virtually. ( )

Lesson four

Internet communication



Objectives By the end of the lesson, I will be able to: After the lesson, check the correct box, I can ...	Very well	OK	Need more work
- Discuss how to use the internet to communicate with family and friends, and other citizens.			
- Explain the differences between synchronous and asynchronous communication.			
- Determine the ICT tools needed to communicate via the internet.			

Engage:

- How do you use the internet to communicate with family and friends? Do you always use the same tools to communicate?



Learn:

- You can use the internet to communicate synchronously and asynchronous:

Synchronous communication:

- Communication that occurs in real time, with instant responses – exchanging information or files between two people at the same time using various digital tools, for example: video chats, live television shows, instant chat rooms.

Asynchronous communication:

- Communication that does not require an instant response- transferring information or files between two people or more not necessarily at the same time using various digital tools and resources for example: sending a file via email, recorded educational programs.

Synchronous communication:

- **Video chats**: These allow you to communicate live with one or more people via your mobile device or computer.
- **Tools needed:** Device with a camera and speakers, and an application, or video chat software.

- **Instant messaging (IM):** This allows you to send messages using the internet. Messages could include just text, or also pictures or videos.
- **Tools needed:** IM software on your computer or a mobile application.

- Cell phone application:

A cell phone application is an application that runs on your mobile device, access to different programs such as email, instant messaging, social network pages, and video.

- It allows you direct chats.

- Chat rooms:



These allow you to communicate in a group. They usually focus on just one particular subject. For example, people may use a chat room to maintain a discussion on a particular study subject.

- **Tools needed**: web browsers for internet access or a mobile application e.g. Internet Explorer or Google Chrome.

* Asynchronous communication:

- Email:

This allows you to send and receive messages. Emails are a little more formal than IMs. For example, you could email your teacher about a school project. You could also use email to reach out to a government agency or an official.

- **Tools needed:** internet browser to access an email website, or an email application on your mobile device.

Explore:

- Think about a community issue that you are passionate about. Provide an example of how you would use synchronous communication to share your thoughts on this issue with others. Then provide an example of how you would use asynchronous communication to deliver your message as well. Share your ideas with the class.



....



(1) In your opinion, what are the advantages of both synchronous and asynchronous communication?
....
....

(2) What ICT tools do you enjoy using, or would you like to try in order to communicate? What tools do you enjoy the most?
....

Self-assess:

- Go to the objectives at the beginning of the lesson.
  Chick the correct I can… box.



Ministry book exercises



(1) **Look and complete:**

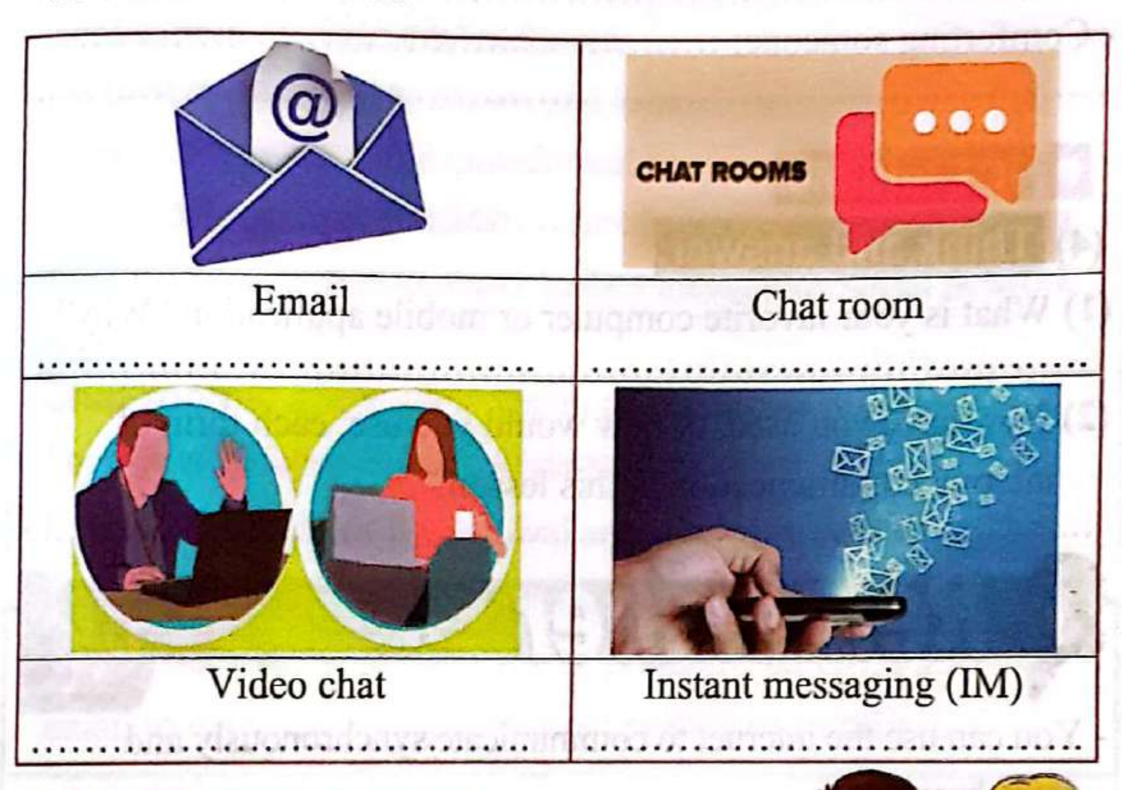
- Complete the chart. Put the different forms of internet Communication the correct column.

Chat room	Email
Instant messaging (IM)	Video chat

Asynchronous communication	Synchronous communication
....	....
....	....
....	....

(2) Look and write:

- Look at the chart in Exercise 1. How can each form of communication you to communicate your views, ideas, and feelings to others? Provide a example of when you might use each one to do so.



Email	Chat room
....	....
Video chat	**Instant messaging (IM)**
....	....

Critical thinking:

(3) Think and answer:

- What is the digital equivalent to each of the following scenarios? Choose from the forms of internet communication you've learned in this lesson. Explain your choices (**Note:** There may be more than ones suitable form to choose from.)
- getting immediate helps: ....

- Formally reporting a crime: ....

- Helping a neighbor with a household chore or job: ....

- Finding a lost pet: ....

- Comforting someone: ....

ICT and Me:

(4) **Think and answer:**

(1) What is your favorite computer or mobile application? Why?
....

(2) How have you used, or how would you use, each form of internet communication in this lesson?
....

Remember



- You can use the internet to communicate **synchronously** and asynchronous.
- Synchronous communication is that occurs in real time, with instant responses, to exchanging information or files between two people at the same time using various digital tools.
- for example: video chats, live television shows, instant chat rooms.
- Asynchronous communication does not require an instant response transferring information or files between two people or more not necessarily at the same time using various digital tools and

resources for example: sending a file via email, recorded educational programs.

- **Video chats**: These allow you to communicate live with one or more people via your mobile device or computer.
- **Tools needed:** Device with a camera and speakers, and an application, or video chat software.
- **Instant messaging:** allows you to send messages using the internet. Messages could include text, or also pictures or videos.
- **A cell phone application:** is an application that runs on your mobile device, access to email, instant messaging, social network pages, and video.
- **Chat rooms**: These allow you to communicate in a group.
- They usually focus on just one particular subject.
- **Email:** This allows you to send and receive messages.
- Emails are a little more formal than IMs. For example, you could email your teacher about a school project. You could also use email to reach out to a government agency or an official.



Al Faez Questions



★ **First: Complete the following sentences from the brackets:**

1. Synchronous communication is that occurs at the same time with instant responses, live television shows, instant chat rooms.
   (video chats - live television shows - All of the previous)



2. Asynchronous communication does not require an .....

(instant response - Internet - Computer)

3. Instant messaging allows you to send messages using the internet. Messages could include ....

(just text - just pictures - text, pictures or videos)

4. Asynchronous communication to transferring information or files using digital tools such as sending a file via email, recorded educational programs.

(files - information - information or files)

5. .... allow you to communicate live with one or more people via your mobile device or computer.

(Information - Video chats - files)

6. .... is an application that runs on your mobile , allows you direct chats.

(Cell phone application - Files - Internet)

✶ Second: Put (✓) or (×):

1. Asynchronous communication to transferring information or files between two people or more necessarily at the same time. (   )
2. Synchronous communication used only to Video chats. (   )
3. Cell phone application, does not allows you direct chats.(   )
4. Asynchronous communication to transferring information or files using various digital tools and resources. (   )

Lesson Fifth

How to use e-communication



Objectives By the end of the lesson, I will be able to: After the lesson, check the correct box, I can ...	Very well	OK	Need more work
- Discuss e-communication etiquette.			
- Explain how to use e-communication.			
- Use digital tools to communicate with others.			

Engage:

- How do you show proper etiquette when communicating online?

Learn:



How to use ICT tools to communicate?:

MAKING VIDEO CHATS

- To start a call, you create a link to send to the participant(s).
- If you're join in a call, you click on a link and wait to be "let in" by the person who init. Or you answer the call by clicking on the phone/video icon.
- Make sure your microphone and camera are on. Sometimes, the person in charge of the call may mute people's microphones. You can also mute your microphone or turn off your camera at any time.



- If your camera is on, anyone who is on the call will be able to see you.
- Take your turn when speaking. Make sure there is nothing in your background that indicate your address or any personal information that you do not want to share.

CHAT ROOMS

- In the chat room you can write your comment and send it.
- You can reply to messages, and some participants may reply to your message as well.



- But remember that anyone with access to the chat room will be able to read your messages, so be polite, helpful and positive.

INSTANT MESSAGING

- Click on the name of the person you want to chat with, then type your message and click on the "Send" icon.
- Instant messaging is a fun and informal way to communicate.
- You can use short phrases instead of full sentences, in addition to symbols and pictures to communicate. The important thing is to deal morals with others.

EMAIL

- It's common to use emails in more formal situations - such as creating an EKB account and writing to your teacher. Or to send an email to someone. When writing an email, be sure to use proper grammar. Use greetings and endings. If you're sending attachments, be sure the Information you're sending is safe and accurate.

Explore:

- Review your response to the Explore question in Lesson 4. Write an email to your teacher to discuss the community issue you're passionate about. Explain to your teacher why the issue means a lot to you.

....

Review:

(1) Explain important factors to consider when using each type of ICT tool above. ....

(2) Why do you think proper etiquette is an important part of communicating successfully online?

....

Self-assess:

- Go to the objectives at the beginning of the lesson. Chick the correct I can… box.



Ministry book exercises



Comprehension:

(1) Look and write:

- Read and write responses. Be sure to consider the form of communications being used and to use proper etiquette.

(1) You are part of a class chatroom. Your teacher has asked you and your classmates to come up with ideas for a medical fundraiser.





- Sara shares a suggestion: have a bake sale, with delicious cookies and cakes. You'd prefer a fundraiser that doesn't include unhealthy foods. Post your comment. Be sure to include your username.

(2) One of your friends sends you an IM inviting you to come over. You're too tired, and you have a lot of homework to do. Send your friend a response.

CHAT

Hey! Wanna come over today?



(2) **Participate in a video chat:**

- Work with two classmates. Pretend you're on your mobile device or computer, and that you're having a video chat with them. Remember to take turns speaking.

* **Discuss one of the following topics:**

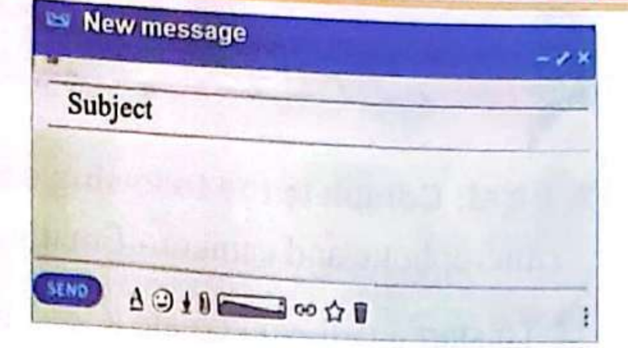
* Your favorite sports team.
* Your favorite foods.
* Your favorite TV program.
* A community or school issue that means a lot to you.

(3) **Think and discuss:**

- After your role play, explain what you feel your strengths were during the chat. Then explain what you felt you could have done better, How could you improve next time?

(4) **Write an email:**

- Use your notes to write an email to your teacher about your experience.

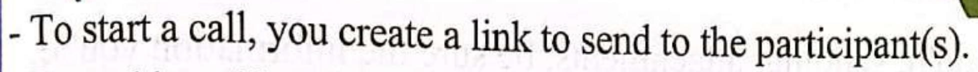


ICT and Me:

(5) **Think and answer:**

- Which of the following topics would you feel comfortable posting about online? Are there any you would not feel comfortable posting about?
- Explain why. (Add your own choices.)

* Your concerns about the community.
* Your concerns about the school.
* Your achievements.
* Sports.
* Entertainment.
* Food.
* Your family/friends.



- To start a call, you create a link to send to the participant(s).
- To making video chats, make sure your microphone and camera are on.
- If you're join in a call, you click on a link and wait to be "let in".
- In the chat room you can write your comment and send it.
- You can reply to messages, and some participants may reply to your message as well.
- Anyone with access to the chat room will be able to read your messages.





Al Faez Questions



★ **First: Complete the following sentences from the following:**

(microphone and camera - Emails - chat room - writing - link)

1. To start a call, you create a ...... to send to the participant(s).
2. It's common to use .... in more formal situations, such as creating an EKB account.
3. In the ...... you can write your comment and send it.
4. To making video chats, make sure your .... are on.
5. When .... an email, be sure to use proper grammar.

★ **Second: Put (✓) or (×):**

1. Anyone with access to the chat room will not be able to read your messages. ( )
2. If you're sending, attachments, be sure the information you're sending is not safe. ( )
3. If you're join in a call, you click on a link and wait to be "get out". ( )
4. When writing an email, be sure use greetings and endings. ( )
5. Instant messaging is a fun and informal way to communicate. ( )

Lesson Six Online learning environments and sources



Objectives By the end of the lesson, I will be able to: After the lesson, check the correct box, I can ...	Very well	OK	Need more work
- Explain the purpose of online learning environments.			
- Discuss online learning sources.			
- Explore questions with links to other school subjects.			

Learn:

Online learning environments:

- Online learning environments, like Edmodo, allow teachers and students to communicate, no matter where they are. Teachers can provide virtual lessons and upload quizzes and homework assignments for students to access Students can also send messages to their teachers.

Online learning sources:



- There are multiple online learning sources that can help you to learn about different subjects. Here are just a few examples:





EGYPTIAN KNOWLEDGE BANK

Egypt premiere online library of resources for a variety of subjects. It allows you to research and examine different topics, digital articles, and videos just by clicking on them.

VLABY

A virtual labs platform that enables students and teachers to do lab experiments in an interactive environment. It's not only informative, but fun too.

NATIONAL GEOGRAPHIC KIDS

A popular online source for kids to find information on a variety of subjects, from animals and science, to history and even geography.

MAPMAKER INTERACTIVE

A special interactive feature delivered by National Geographic, Mapmaker Interactive provides online world mapping tools for students and teachers. Map themes, data, and tools are used.

- The Mapmaker Interactive is one of the safest sites for research and data collection.

Explore:

- Come up with questions about a subject that you would like to research. Some possible subjects/topics to consider:
* Social Studies: Ancient Egypt.
* Career Skills: Digital skills needed for different professions.
* Science: An important scientific discovery.
- Write your questions in your notebook. Then, with a partner, discuss online learning sources that may help you in your research.

Review:

(1) Discuss the purpose of online learning environments.

....

....

(2) Have you used any of the online learning sources discussed in this lesson?

- Explain which one(s), and how you used them. Which online learning source interests you the most? Why?

....

....

....



Self-assess:

- Go to the objectives at the beginning of the lesson. Chick the correct I can… box.





Ministry book exercises



Comprehension:

(1) Think and answer:

- If you've been a student in an online learning environment, what did you like about it?

....

....

(2) Look and write:

- Complete the chart. Look at the online learning sources. Choose which source you would use to do the following:

Work on a science experiment. Study the landscape of Egypt.
Read about the Egyptian pyramids.
Learn how to make a delicious koshari meal.
Study climate issues for different countries.
complete a lab activity.

Egyptian Knowledge Bank.	....
Vlaby.	....
National Geographic Kids.	....
Mapmaker Interactive.	....

- Compare your answers with your classmates. If you have different responses, explain why you think your response is best.

....

Cross-Curricular Connections:

(3) **Think and write:**

- In Lessons 7 and 8, you will conduct a multimedia content search and present your findings using online tools.
- Look at the questions you chose in the Explore section, and thing about the online sources you discussed with a partner.

Write your notes to prepare.

- Subject chosen: ....
....
- Why I chose this subject:
....
....
- Questions I have:
....
- Online learning sources that I will use:
....
- Why I chose the above online sources:
....
....

ICT and Me:

(4) **Think and answer:**

- In Term 1. Unit 1. you learned how to collect information and to present your findings using ICT tools. In Term 1, Unit 2, you learned how to conduct a digital search. How did this help you during your multimedia content search?

....
....





Remember



- Online learning environments, like Edmodo, allow teachers and students to communicate, no matter where they are.
- Teachers can provide virtual lessons and upload quizzes and homework assignments for students to access
- Students can send messages to their teachers.
- Egyptian Knowledge Bank. Egypt premiere online library of resources for a variety of subjects.
- VLABY a virtual labs platform that enables students and teachers to do lab experiments in an interactive environment.
- National Geographic Kids: A popular online source for kids.
- Mapmaker Interactive: A special interactive provides online world mapping tools for students and teachers.



Al Faez Questions



★ **First: Choose the correct answers from a, b, or c:**

1. ..... It allows teachers and students to communicate, no matter where they are.

   a) Internet b) Edmodo c) Communicate

2. .... can provide virtual lessons and download quizzes with Online learning environments, such as Edmodo.

   a) Teachers b) Students c) Edmodo

3. Online ……. can help you to learn about different subjects.

a) communicate b) learning sources c) lessons

4. There are multiple online learning sources that can help you to learn about different subjects like ….

a) Egyptian Knowledge Bank b) Schools c) Teachers

5. Egypt premiere online library of resources for a variety of subjects.

a) Library b) Subjects c) EKB

* Second: Put (✓) or (×):

1. Students can send homework and messages to their teachers with Edmodo. ( )
2. Edmodo one of the online learning environments. ( )
3. Online learning environments, such as Edmodo, do not allow teachers and students to communicate. ( )
4. The Mapmaker Interactive site is not secure for collecting research and data. ( )

* Third: Give the concept or term for each of the following:

1. A virtual labs platform that enables students and teachers to do lab experiments in an interactive environment.
2. A popular online source for kids to find information on a variety of subjects, from animals and science.
3. Egypt premiere online library of resources for a variety of subjects.

Lesson Seven

Planning digital searches

Objectives By the end of the lesson, I will be able to: After the lesson, check the correct box, I can ...	Very well	OK	Need more work
- Discuss reliable and unreliable online sources.			
- Explain how to plan and conduct a digital search.			
- Discuss how to gather and present information using online sources.			

Engage:

- Think about what you already know about choosing online source. Which types of sources would you aim to use in a digital search? Which types would you avoid? Explain why.

Learn:

Conducting a digital search for reliable content:

- It's important to plan before conducting a digital search. Planning will be you focus on the information you're trying to gather.

(1) Choose your topic. What do you already know about the topic? What else do you want to learn about it? Think and write notes.

(2) Choose the types of online sources you will use.

Remember that a digital search can include audio, video, and image sources, not just text sources. Consider asking your teacher, parent, or school librarian for advice about which sources to use for your research.



(3) Prepare to evaluate the types of sources you've chosen. Are they reliable or unreliable?

- While conducting your digital content search, be sure to stay focused on the topic you're researching. Once you find information that seems to answer your questions, evaluate it. Is it reliable?
- Once you've determined that the information is reliable, take thorough notes.

Unreliable sources

- You may find factual information on social media sites, such as Facebook, Wiki pages, and blogs. However, you are also likely to find information full of opinions, errors, and even lies. You must be wary of information you find on these types of sources.

Reliable sources

- Reliable sources are articles or information written and verified by experts. The information is presented in a professional fashion. The source information is well-written, without grammar or spelling mistakes.



Organizing and writing your report

- After you've completed your online search, gather your notes and reliable source information.
- Use your notes to write an outline. This will help you present the information in your report in a logical way.

Writing an outline

An outline should include:

* An introduction that introduces the topic of the report.
* Supporting paragraphs that present the information.
* A conclusion or final thoughts on the information that you have presented.

Explore:

- Conduct a digital search to get answers to your questions from the Explore section in Lesson 6. Take notes while you conduct your search.



Review:

(1) Provide an example of a reliable digital source. Explain why it's reliable. Provide an example of an unreliable digital source. Explain why it's unreliable.

(2) Discuss how you planned and performed your digital search.

Self-assess:

- Go to the objectives at the beginning of the lesson. Chick the correct I can… box.





Ministry book exercises



Research:

(1) Look and write:

- Review your notes. Write your sources below. Include all necessary information.

- **Sources:**

....

....

....

....

....

* Example: I found this information on the Egyptian Knowledge Bank. It's in a book called The Great Pyramid and the Sphinx by Asham B Bishay, published by Butterfly Readers.

(2) Complete an outline:

- Use your notes from your search to create an outline that will help you write your report.

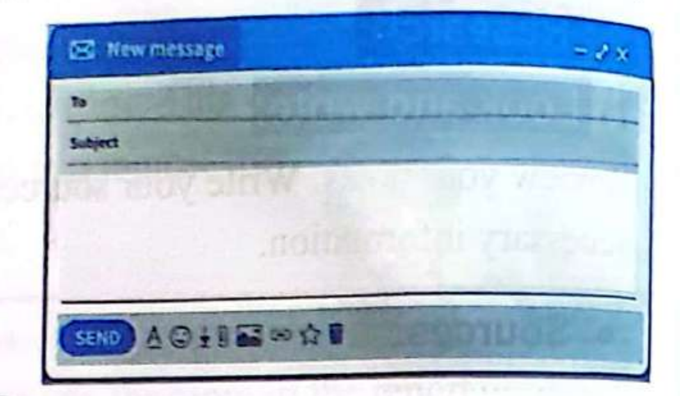
Introduction:	....
Section 1:	....
Section 2:	....
Section 3:	....
Conclusion:	....



- Compare your answers with your classmates. If you have different responses, explain why you think your response is best.

....

- Use your outline to write your report.
- remember to cite your sources.



ICT and Me:

(3) Think and answer:

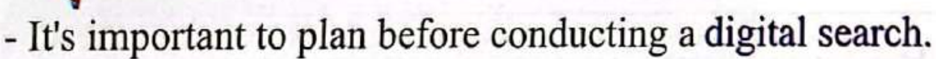
(1) During your digital search, how could you be sure the sources you used were reliable? Did you come across any sources that you decided were unreliable? Name them.

....

(2) How do you feel your outline helped to prepare you for writing your report?

....

(3) How could you publish or share your report online?



Remember

- It's important to plan before conducting a **digital search.**

(1) Choose your topic. What do you already know about the topic?

(2) Choose the types of online sources you will use.

(3) Evaluate the types of sources you've chosen. Are they reliable or unreliable?

- The digital search can include audio, video, and image sources.
- Asking your school librarian for advice about which sources to use for your research.
- Once you find information that seems to answer your questions, evaluate it. Is it reliable?
- During your research, once you've determined that the information is reliable, take thorough notes.
- **Reliable sources** are articles or information written and verified by experts.
- You may find factual information on social media sites, such as Facebook, Wiki pages, and blogs. You are also likely to find information full of opinions, errors, and even lies.



Al Faez Questions



*** First: Complete the sentences from the brackets:**

1. It's important to plan before conducting a ....
   (audio - digital search - video)
2. The digital search can include .... and image sources.
   (audio - video - audio, video)
3. During your research, once you've determined that the ...... is reliable, take thorough notes.
   (information - search - reliable)



4. ….. are articles or information written and verified by experts.

   (Digital search - Reliable sources - Information)

5. ……….., and blogs ….. are unreliable sources.

   (Facebook - Wiki pages - all of the above)

★ Second: Put (✓) or (×):

1. It is not important to plan before conducting a digital search. ( )
2. Don't asking your school librarian for advice about which sources to use for your research. ( )
3. Once you find information that seems to answer your questions, evaluate it. Is it reliable? ( )
4. Reliable sources information is presented in a professional fashion. ( )
5. Facebook, Wiki pages, and blogs are reliable sources. ( )
6. Facebook, Wiki pages, and Blogs. They are reliable sources of Information. ( )

★ Third: Arrange the steps to perform in a digital search:

(…….) Choose the types of online sources you will use.

(…….) Evaluate the types of sources you've chosen. Are they reliable or unreliable?

(…….) Choose your topic. What do you already know about the topic?

Lesson Eight Synchronous and asynchronous communication



Objectives By the end of the lesson, I will be able to: After the lesson, check the correct box, I can ...	Very well	OK	Need more work
- Discuss how to use synchronous and asynchronous communication with teachers and classmates.			
- Communicate using digital tools.			
- Discuss how to report findings using digital tools.			

Engage:

- Think about your findings from the digital search you conducted in lesson. How might you communicate this information to your teacher using the appropriate digital tools?



Learn:

- The internet allows us to communicate instantaneously. This is wonderful we can send a quick "Happy Birthday", have friendly conversations, quickly check doubts with people who are not present. But instant communication not always a good thing.
- Sometime we need to give ourselves, or the people with whom we are communicating time to consider information we send.



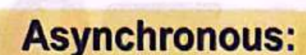


- So it is important to know when each type of communication is appropriate.

Synchronous:

Synchronous communication is appropriate:

* Between friends or close family.
* When the information is urgent or needs to be transmitted quickly
* When the information is about day-to-day matters.
* When an answer does not require very much thought or preparation.



Asynchronous:

Asynchronous communication is appropriate:

* Between people who do not know each other well.
* When the information is important but not urgent.
* When the information is about sensitive or complex matters.
* When an answer requires thought and preparation.

- Remember, online learning environments include synchronous and asynchronous methods of communication. Choose the correct tool depending on the situation.

Explore:



- Refer to the report you wrote in Lesson **7.** How do you communicate your findings to your teacher? Do you use a synchronous or an asynchronous digital tool?

Review:

(1) Discuss examples of when you might prefer to use synchronous or asynchronous methods to communicate with your teachers and classmates.

(2) Discuss the digital tools you used to communicate your digital search findings to your teacher. Did you use a synchronous or an asynchronous form of communication? Explain your choice.

Self-assess:



- Go to the objectives at the beginning of the lesson. Chick the correct I can… box.



Ministry book exercises



Life Skills:

(1) Think and answer:

- You just communicated your findings to your teacher using digital lock. This time, choose a friend, classmate, or family member to communicate your findings to. Answer the questions below to prepare.

(1) Who did you choose?

……………………………………………………………………



(2) What communication tool will you use to communicate your findings Explain why.

....

(3) Is the communication tool you chose synchronous or asynchronous? Explain how you know.

....

(4) Do you use the same wording as when you communicated your finding to you teacher? Explain.

....

(5) Do you have any questions about how to choose the right method of communication, based on your chosen audience? Write them here. Ask teacher or family member for help.

....

Life Skills:



(2) Take notes:

- Look at these situations and decide if you would use a synchronous an asynchronous tool for each. Write notes about your choices.

* Give urgent news that require immediate action.
* Explain why you have not been able to visit your friend, so that he/she can understand why you couldn't visit.
* Ask a friend if they are free tomorrow afternoon.
* Ask someone you know to send you a photo.
* Ask your mother what things she wants you to buy from the store.
* Send a wish for an occasion, such as a birthday.
* Ask someone who is going to visit if they can eat a certain type of food.

* Ask a question whose answer involves complex information.
* Send a message to someone who may be busy studying, at school, or working.
* Responding to an email or a written letter from a teacher.
* Send a message to a teacher who you do not know very well.

(3) Communicate your findings:



- Discuss your findings with the person you chose.

ICT and Me:

(4) Think and answer:

- You have communicated your findings from a digital search.

(1) Compare how you communicated your findings to your teacher and to the person you chose. Clarify this.

....

(2) What might you do differently next time to communicate your findings? Explain.

....

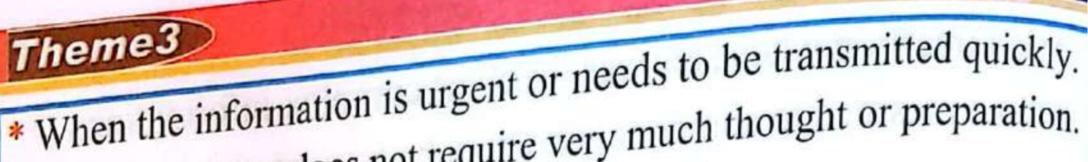
Remember



- The internet allows us to communicate with others instantaneously.
- With internet, we can send a quick messages and have friendly conversations with people.
- Synchronous communication is appropriate:

* Between friends or close family.
* When the information is about day-to-day matters.





* When the information is urgent or needs to be transmitted quickly.
* When an answer does not require very much thought or preparation.

- Asynchronous communication is appropriate:
  * Between people who do not know each other well.
  * When the information is important but not urgent.
  * When the information is about sensitive or complex matters.
  * When an answer requires thought and preparation.



Al Faez Questions



★ First: Choose the appropriate one from the following:

- Synchronous communication is appropriate:

(1) When an answer requires thought and preparation.

(2) Between friends or close family.

(3) When the information is urgent or needs to be transmitted quickly

(4) Between people who do not know each other well.

★ Second: Choose the appropriate one from the following:

- Asynchronous communication is appropriate:

(1) When the information is important but not urgent.

(2) When the information is about sensitive or complex matters.

(3) When the information is about day-to-day matters.

(4) When an answer does not require very much thought or preparation.

SCHOOL Revision Questions ?

Vocabulary:

(1) Write and compare:

* Write a sentence for each set of words to explain the connection between them. Then compare your sentences with a partner.

[1] Synchronous communication and Asynchronous communication

....

[2] Unreliable source and bias

....

[3] Digital citizenship and Digital footprint

....

Review Questions:

(2) Read and answer:

[1] List two ideas to protect your digital footprint.

....

[2] How can tablets aid students in their learning?

....

[3] List three examples of synchronous communication.

....

[4] List three examples of asynchronous communication.

....

[5] Why are emails considered more formal than instant messaging?

....

[6] Explain what an online learning environment is.

....

[7] Give one example of a reliable source and one example of an unreliable source. ....

[8] Explain how online learning environments use synchronous and asynchronous communication. ....

....

Critical Thinking:

(3) Think and answer:

[1] In what ways can you use e-communication to help your community? ....

....

[2] Do you feel more comfortable communicating using synchronous communication or asynchronous communication? Explain why.

....

[3] You have just completed research on a topic that means a lot to you. You want to share your results with your friends. What method of e-communication would you use to share this information? Explain your choice.

....

Essential Question:

(4) Think and complete:

- Think about the information that you have learned in this theme. How does it help you to understand how to use the internet to communicate effectively? Complete the sentence with your own ideas. After studying this theme, I know that I can use the internet to communicate effectively because. ....

....

Activity:

(5) Research, create, and show:

- Create your own exhibition about an online learning source that you find interesting.

....
....
....

- Search for photographs, screenshots, or draw pictures of it. Then make labels and write captions for your photographs, screenshots, or illustrations. Include information about:

....
....
....

* What kinds of information / activities it has.

....
....

* How it works / how it provides information.

....
....
....

* how it helps people of determination to learn special features it has Invite your classmates to visit your exhibition.

....
....
....
....
....
....
....



AL FAEZ Revision Questions

★ First: Fill in the blanks in the following sentences between the brackets:

1. There are a wealth of information at everyone's fingertips with the ……. website.
   (EKB - The YouTube - WhatsApp)
2. You can ………. with your friends online.
   (video chat - Webpage - website)
3. The ……. help people to connect with each other, to exchange opinions, and build good relationships.
   (digital communication - Super Market - Schools)
4. If you ….. you've created to the internet, you have the right to protection from piracy.
   (Upload videos - Upload songs - All of the above)
5. ……... is the ability to use digital technology ethically, responsibly, and safely.
   (Digital footprint - Digital citizenship - Responsibility)

★ Second: Put (✓) for right answer and (×) for wrong answer:

1. In Egypt, there are not ways in which digital tools can help its citizens. (   )
2. You have the right to use the Internet when you need or want to, with no respect for the law. (   )

3. You should not ask your teacher or a family member before posting anything online. ( )

4. WhatsApp providing Egyptian citizens with access to learning materials in the digital library. ( )

5. All Egyptians can pay their bills through the appropriate app available online ( )

6. Pictures allows you to communicate in a group, and they usually focus on only one topic. ( )

7. You should be ethical and responsible by treating others online with respect. ( )

8. Internet is an application that runs on your mobile , allows you direct chats. ( )

9. Asynchronous communication to transferring information or files using various digital tools and resources. ( )

* Third: Choose the correct answer from the brackets:

(Chat rooms - A cell phone application - Video chats - Synchronous)

1. .... communication is that occurs in real time, with instant responses.

2. Allow you to communicate in a group, they usually focus on just one particular subject.

3. An application that runs on your mobile device, access to email, instant messaging, social network pages, and video.



MARCH TEST



★ **First: Choose the correct answer from a, b, or c:**

1. William Tyner is a ……
   (a) cultural anthropologist (b) technologist and filmmaker
   (c) All of the Previous

2. The ………. provided digital tools and resources that through digital books, activities, and watching videos.
   (a) Egyptian government (b) Libyan government
   (c) Lebanese government

3. You use ICT tools ..... and to communicate as a digital citizen.
   (a) to learn (b) to share (c) All of the Previous

4. …… communication is that occurs at the same time with instant responses, using various digital tools
   (a) Synchronous (b) Internet (c) Communication tools

5. ……. communication that does not require an instant response.
   (a) synchronous (b) Asynchronous (c) TV channels

★ **Second: Put (✓) for right answer and (×) for wrong answer:**

1. Anyone with access to the chat room will not be able to read your messages. ( )

2. Edmodo one of the online learning environments. ( )

3. If you're sending, attachments, be sure the information you're sending is not safe. ( )

4. Instant messaging is informal way to communicate. ( )
5. Online learning environments, such as Edmodo, do not allow teachers and students to communicate. ( )

*** Third: Choose the correct answer between the brackets:**

(image sources - internet - Reliable sources - Synchronous - digital search)

1. It's important to plan before conducting a ....
2. The digital search can include audio, video and ....
3. ... are articles or information written and verified by experts.
4. With .... we can send a quick messages and have friendly conversations with people.
5. .... communication is appropriate between friends or close family.

MARCH TEST 2

*** First: Put (✓) or (×):**

1. William Tyner is a famous film actor. ( )
2. When writing an email, be sure use greetings and endings.( )
3. Stay safe online by setting strong passwords. ( )
4. Ask your teacher before you post anything online. ( )
5. If you're join in a call, click on "OK". ( )

★ **Second: Match:**

	A		B
1	You use ICT tools	A	National Geographic Kids
2	This allows you to send and receive messages.	B	simultaneously or asynchronous
3	A popular online source for kids to find information on a variety of subjects.	C	one of the online learning environments.
4	You can use internet to communicate	D	to learn, to share, and to communicate.
5	Edmodo	E	Email

★ **Third: Fill in the blanks in the following sentences between the brackets:**

(EKB - Synchronous - video chats – Digital devices - digital citizen)

1. As a ……, you have certain rights and responsibilities.
2. …….. can help a nonverbal person communicate on to learn languages at school, using pictures.
3. …….. providing Egyptian citizens with access to learning materials in the digital library.
4. ………. communication is that occurs in real time, with instant responses, to exchanging information or files.
5. Synchronous communication is that occurs at the same time with instant responses, such as ……



Software projects

ESSENTIAL QUESTION:

How can different software programs gelp us?

Spotlight on theme 4

* In this theme, you will learn about different types of programs that you can use effectively when carrying out your study tasks, and you will look for different usages of these programs.

In this theme



* You will also design a simple digital project, making use of what you have learned.

Lesson one

Explorer in Action

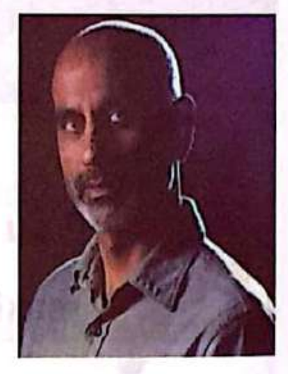
Objectives By the end of the lesson, I will be able to: After the lesson, check the correct box, I can ...	Very well	OK	Need more work
- Describe different kinds of software and how they are used.			
- Discuss the role of different digital applications.			
- Identify ways in which ICT tools are helping wildlife.			

Engage:

- What do scientists want to find out when they look for animals in the wild?

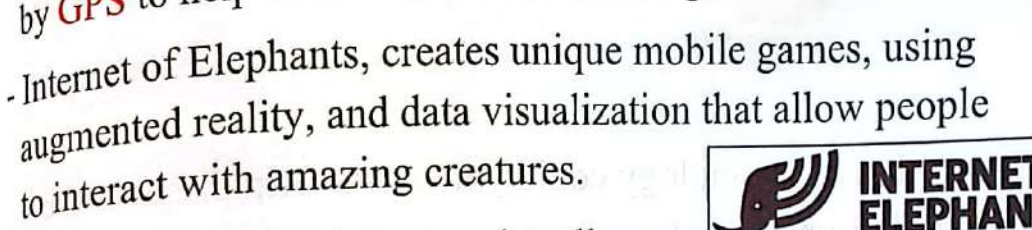


Learn:



- Gautam Shah is the founder of Internet of Elephants. The organization uses ground-breaking digital tools to connect people with wildlife around the world.
- After living and working as an IT specialist in many countries including the United States, India, Argentina, and Kenya, Mr Shah realized he wanted to use his skills to make a positive impact on wildlife.

- Wildlife conservation is protecting animals in their natural habitats.
- Mr Shah believes in using technology and online games to bring wildlife into people's daily lives. For that reason, he set up Internet of Elephants.
- The team at Internet of Elephants works with animal conservation organizations from all over the world and uses the data they collect by GPS to help create interactive online games.
- Internet of Elephants, creates unique mobile games, using augmented reality, and data visualization that allow people to interact with amazing creatures.



- Augmented reality lets you virtually see the real environment of the things you would like to see, Mr Shah hopes Internet of Elephants is the start of a new approach to engaging the public with wildlife.
- The mobile games mean that wherever you are in the world, you can interact with amazing animals in countries close to your country or far away!

Video:

- Watch the video about Gautam Shah's projects. What technology does the team use?

Explore:

- Being good at using ICT tools and knowing how to use technology creatively and productively can lead to many interesting careers.

- Think about careers that benefit the community and society.

What kind of Jobs interest you the most? Explain why.

....

....

....

....



Review:

(1) What animals would you like to see in their natural habitats? What would you like to know about them?

....

....

....

(2) What kind of technology could you use to help discover the information you need?



....

....

....

Self- assess:

- Go to the Objectives at the beginning of the lesson.

Check the correct I can... box.



Ministry book exercises



Life skills:

(1) Read and answer:

- What apps do you use regularly?

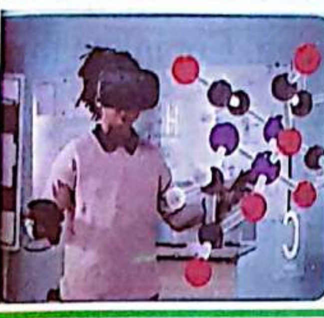


Graphic organizer:

(2) Read and match the terms to the photos:

Mobile gaming | Data display software | Augmented reality







Critical thinking:

(3) Think and answer:

- Read the scenarios below. Which digital tools from Exercise 2 would be used for each scenario?

(1) You're on a long, boring journey and don't want to read a book.

....

(2) In class, you are learning about the solar system and your teacher wants you to have a full, immersive experience.

....

(3) You're trying to explain some complicated statistics from a text but think your friend would understand it better in a chart.

....

....

(4) Discuss these questions in pairs:

(1) Mr Shah uses his skills in IT and his interest in nature conservation to create apps that are fun and educational.

- What other interests could be combined with IT skills to create educational apps?

(2) What inventions do you think will come next?

(5) **Think and answer:**

- Imagine you are going to create an app that uses GPS, augmented reality, and mobile gaming. Complete this description about your app and how it will work.

- My app will be called ....

- The app is designed to ....

- Three words to describe my app are ....

- The app can be used ... .



Remember



- Gautam Shah is the founder of Internet of Elephants.
- The organization uses ground breaking digital tools to connect people with wildlife around the world.
- Wildlife conservation is protecting animals in their natural habitats.
- Internet of Elephants, creates unique mobile games, using augmented reality, and data visualization that allow people to interact with amazing creatures.



Al Faez Questions

Lesson 1



*** First: Choose the correct answer:**

1. Mr Shah was living in many countries including the .... and Kenya.
   a) United States
   b) India and Argentina
   c) all of the above

2. Gautam Shah is the founder of ....
   a) Internet of Elephants
   b) Egyptian Knowledge Bank
   c) Information Communication Technology

3. The ...... mean that wherever you are in the world, you can interact with amazing .
   a) human live
   b) mobile games
   c) Elephants

*** Second: Put a sign (✓) or a sign (x):**

1. Internet of Elephants uses ground-breaking digital tools to connect people with wildlife around the world. ( )
2. Mr. Shah realized use his skills to make a positive impact on human life. ( )
3. Wildlife conservation is protecting animals in their natural habitats. ( )
4. EKB creates unique mobile games, using augmented reality. ( )

Lesson two

Problem-solving skills

Objectives By the end of the lesson, I will be able to: After the lesson, check the correct box, I can ...	Very well	OK	Need more work
- Explain the steps involved in problem-solving.			
- Discuss how to break down big problems into smaller sections.			
- Analyze and solve a problem.			

Engage:

- Think about a problem you had with your phone or other digital device. What was it? Were you able to solve the problem? If so, how? If not, what did you learn that could help you the next time you have a similar problem?

Learn:

- Taking steps to solve a problem:

- Just like you do in everyday life, when using ICT tools, you may face problems that you'll need to think through and solve. Take steps to make problem-solving easier. Here are common steps that you can take.

- **Remember:** In Term 1, Unit Lesson 6, you learned about some common ICT problems and how to solve them.

(1) Construct a Hypothesis. A hypothesis is an educated guess about how things work. It is an attempt to answer your question with an explanation that can be tested.

(2) Test your Hypothesis. Do not conduct any test which is not safe!

(3) Was your test successful? If not, we learn from our mistakes. What did you learn? How can this help you make your next hypothesis?

* Breaking down problems into smaller sections:

- Some ICT problems may be more complicated than others. Work on solving such problems in small sections, step-by-step. Read the real-world problem below.

Note: If you have a group of people solving a problem, assign each person one section.

- Your teacher asks you to help organize the class trip. At first, the task you're being assigned may seem quite difficult. But if you break it down into multiple smaller tasks, it becomes more manageable.

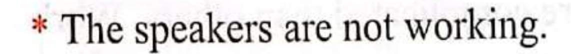
* Decide on a destination for the trip.
* Determine when you will go and at what time.
* Find out the price of the trip per student.
* Determine how you and your class will get to the destination.
* Determine what everyone will need to bring with them.

- When solving larger ICT problems, break them down just like the real-world example above.

Explore:

- Work in a group of four. Read the following problems and choose one of them:

* Papers are not coming out of the printer during the printing process.



* The speakers are not working.



* The computer is having difficulty responding to user commands. Discuss how to solve it.

Review:

(1) How can breaking down a big problem into smaller sections help you?

(2) How did working as a group help you to solve the problem in the Explore section?

Self- assess:

- Go to the Objectives at the beginning of the lesson. Check the correct I can... box.

Ministry book exercises



Comprehension:

(1) **Read and answer:** *Answer the questions.*

Problem: Writing a research paper/report on a school subject.
Think of different ways to perform the task at hand.

(1) Do you have a computer at home? No
(2) Does the school have a computer? Yes
(3) Can you use a word processor program? Yes
(4) Can you format sentences on the Word writing program? No
(5) Do you have some papers and colored pencils in your school bag? Yes
(6) Can you use paper and colored pencils to write the research? Yes

(1) Explain how the steps above show trial and error.

....

....

(2) Write about a time you used trial and error to solve a problem.

....

....

(3) Why do you think trial and error is an important element to problem solving?

....

....

(2) Think and answer:

- Look at the steps below. Put them in order.

*** Problem: Microsoft word is not responding and you want to know why.**

- Make sure your keyboard is well connected.
- Turn on your computer.
- Ask your teacher for help to solve the problem.
- Type a few letters on a Word page.
- Open Microsoft Word.
- Try connecting another keyboard, if available.



* Compare with a partner. Do you have the steps in the same order?

(3) Think and answer:

- You and your friend want to see a movie. Make plans.

....

....

Collaboration:

(4) Read, discuss, and write:

- Work with a partner. Think of an everyday task that you both do. Break the task down into steps. Below are some examples (or choose your own):

* Getting ready for school. * Making a meal. * Doing laundry.

....

....



Critical thinking:

(5) Think and answer:

- Think about a common ICT problem that you have already solved. Break down the steps you took to solve it. Use an example from below, or come up with your own.

* Your device slows down.
* You don't have an internet connection.

....

....

....

Remember



- Common steps that you can take to make problem-solving easier.

* The steps to solve a problem:

(1) Construct a Hypothesis. A hypothesis is an educated guess about how things work.

(2) Test your Hypothesis. Do not conduct any test which is not safe.

(3) Was your test successful? If not, we learn from our mistakes.

- Some ICT problems may be more complicated than others.
- Work on solving such problems in small sections, step-by-step.
- If you have a group of people solving a problem, assign each person one section.
- When solving larger ICT problems, break them down.



Al Faez Questions



★ **First: Choose the correct answer between brackets:**

1. There are common steps that you can take to make ….. easier.
   (Internet - problem-solving - ICT problem)
2. ……… is an educated guess about how things work.
   (A hypothesis - ICT - Internet)
3. Some …….. may be more complicated than others.
   (A hypothesis - Internet - ICT problems)
4. If you have a ……... solving a problem, assign each person one section.
   (group of people - Internet - ICT problems)
5. Using …… does cause much kind of problem.
   (group of people - technology tools - ICT problems)

★ **Second: Rearrange the following steps organize class trip:**

(……..)	Determine what everyone will need to bring with them.
(……..)	Decide on a destination for the trip.
(……..)	Determine when you will go and at what time.
(……..)	Find out the price of the trip per student.
(……..)	Determine how you and your class will get to the destination.

Presenting information to others



Objectives

By the end of the lesson, I will be able to: After the lesson, check the correct box, I can ...	Very well	OK	Need more work
- Discuss how to best present information to others.			
- Explain the necessary digital needs of simple projects.			
- Discuss basic design concepts.			

Engage:



- Think about presentations your teachers and classmates have given in class. Think about the visuals (written texts, still pictures, animation and videos).

Learn:



- Presenting information: digital tools:

- When you are presenting information, think about the digital tools you will need to best present it. For example, let's say you've been asked to create a digital poster or billboard. You will need to use software that will allow you to create it.
- Microsoft 365 includes different options to choose from: PowerPoint, Word, and Publisher.

- To access Microsoft 365's bundle, you will need to have a digital device that supports the software. You will have to be sure to update your computer.



* Digital concepts to consider:

- When creating your poster or billboard, think about the following digital concepts:

Margins

- Margin is the amount of space between the edges of a poster or billboard and its content. It is important to leave this space empty. If you add content very close to the edges, it will look like the poster or billboard is not appealing.

Font size and type

- Always make sure to choose an appropriate font size that is easy to read.
- If you choose a font size that is too small, your audience will make a lot of effort to read the information.
- If you choose a font size that is too large, you will have to shorten the information you share.
- Sometimes simplicity is the best option because complex fonts are distracting and difficult to read.
- There are a number of font types that you can choose from.

Colors

- Choose colors that get your message across. Consider using bold colors for information you want to emphasize. Choose color combinations that match.

- It is better not to use more than 3 colors in a poster, and take into consideration the color of the background when choosing the font color.

Images

- It's common to use images on posters or billboards.
- They should also make sense in terms of the content you are sharing. Use clear, good-quality, and appropriate images.

Explore:

- Pick a topic that you would like to learn about and present to others. Choose from the topics below or think of your own:

* Wildlife conservation.
* Reducing pollution in your community.
* Water conservation.
* The importance of tourism in achieving mutual understanding and respect between peoples and societies.

- Plan how you may present this information to others using a poster or on billboard. Think about the basic design concepts you would use, and your digital needs. Share your ideas with a partner.

Review:

(1) What are the tools needed to create a poster or billboard?
(1) Of all the design concepts you learned in this lesson, which one do you think is most important? Why?

Self- assess:

- Go to the Objectives at the beginning of the lesson. Check the correct I can... box.





Ministry book exercises





Comprehension:

(1) Read and answer:

- Look at the posters. Which one presents information more effectively? Check the box.





(2) Think and answer:

- **Answer the questions.**

(1) Explain how the poster you checked above presents information effectively.

(2) Explain how the other poster didn't present information effectively. What would you do to improve it?

Research:

(3) Take notes:

- Create a poster. Find three facts about the topic you chose. You will include these facts on your poster. Write the facts below, and cite your sources.

* Communicate through images:

(1) Write about how you can use images to make your poster more appealing.

....

(2) Think about images to include on your poster. Write a description of each image below. Reminder: If you're including images you researched, be sure to cite your sources.

....

....

....

(4) Create your poster:

- Don't forget to consider margins, font size and type, use of color, and images when creating your poster.

....

Remember

- When you are presenting information, think about the digital tools you will need to best present it.
- To create a digital poster or billboard, you will need to use software that will allow you to create it.
- Microsoft 365 includes different options to choose from: PowerPoint, Word, and Publisher.
- To access Microsoft 365's bundle, you will need to have a digital device that supports the software.
- Margin: is the amount of space between the edges of a poster or billboard and its content.



Al Faez Questions



*** First: Put a sign (✓) or a sign (x):**

1. Microsoft Word includes Microsoft 365 and PowerPoint. ( )
2. To access Microsoft 365's bundle, you will need to have a digital device that supports the software. ( )
3. There are digital concepts to consider when creating your poster or billboard. ( )
4. It is not important to leave margin space empty. ( )

*** Second: Choose the correct answer from a, b, or c:**

1. Think about the .... you will need to best present it, when you are presenting information.
   a) digital tools b) TIC c) KEB
2. .... is the amount of space between the edges of a poster or billboard and its content.
   a) Spaces b) Contents c) Margin
3. If you add content very close to the edges, it will look like the poster or billboard is ....
   a) appealing b) not appealing c) Margin
4. .... includes different options to choose from: PowerPoint, Word, and Publisher.
   a) Digital tools b) Microsoft 365 c) Information
5. It's common to use images on ....
   a) Posters b) Billboards c) all of the above



Lesson four
Digital applications



Objectives By the end of the lesson, I will be able to: After the lesson, check the correct box, I can ...	Very well	OK	Need more work
- Explain how to use reliable sources to conduct a search for information.			
- Explain some uses and features of Word and Excel.			
- Explain how to use Microsoft Word and Excel to present and share information.			

Engage:

- What impact does human behaviour have on the environment? What animals and plants are impacted in your area by human behaviour?

Learn:

- Evaluating sources:

- Humans can have a positive or negative impact on the plants and animals around them. We can have a massive effect on their environment and whether they can survive in an area. This is your chance to be an explorer! The first thing an explorer does is to research the topic.





When you research, you need to use a variety of sources:

These include:

* **Print:** books, articles, newspapers, encyclopedias.
* **The Internet:** a search engine, specialized websites, e-learning sites, the EKB and similar authoritative online sources.
* **Interviews:** with people who have experience, are affected by, or who have studied the topic.

- The source of the information is what will reveal to you whether the information is reliable and true or not.

There are many ways to evaluate the source:

- Is the author a respected person or organization?
- Does the source provide evidence and cite other sources of information you can check?
- How current is the information?
- Does the source state opinions or facts?
- Is the information presented with a bias or unbiased?

* You can ask your teacher or a member of your family for help.

Using Microsoft Word and Microsoft Excel:



- To record the data you collected you will need one program that is common in collecting information is Excel.
- Excel allows you to create a spreadsheet with many columns and rows as you need.



- Excel is often used to present numbers as the program can add up numbers automatically.
- Excel is a wonderful way to collect information to collect your ideas.
- Another key program you will need is Word.

- Word allows you to present your ideas in a variety of ways.
- Word is most commonly used to write out what you want, but you can do so much more. You can change the design, add photos, and link your report to websites or information online.

Explore:

- What is your favourite plant and animal? How do people help and hurt these plants and animals? Work with a group to determine the kind of information you should find about these plants and animals and how to record the information.

Review:

(1) Compare how you might collect information using Excel and share the information using Word.

(2) What are some reliable sources of information you can use to find information about the plants and animals that live in your area and how people impact their environment?

Self- assess:

- Go to the Objectives at the beginning of the lesson. Check the correct I can... box.





Ministry book exercises





Critical Thinking:

(1) Read, think, and write:

- Where can you find information about plants and animals where you live? Use the first column below to record 5 sources of information.

Source of information	How reliable is the source
....	....
....	....
....	....
....	....
....	....

- **Now look at those sources of information and evaluate how reliable are. Use the below ranking as a guide.**

*** **Trusted source:** The information comes from a reliable person or organization that cites sources and states current facts.

** **Questionable source:** The information comes from a person or organization that offers some sources of the information but sometimes states their opinion intermixed with facts.

* **Untrusted source:** The information comes from a person or organization that does not have sources to back up what they are saying and uses mostly opinions with little facts.

Research:

(2) Think and answer:

(1) Use Excel to collect the data from the source you found. You will want to following data:

Excel
- The scientific name of the plant or animal
- The common name of the plant or animal
- How common is it in Egypt/what are the numbers?
- What is the environment it lives in?
- What is the biggest danger to their environment?
- What can we do to protect these environments?

Rresent:

(3) Think and answer:

- (1) Look at the information you found in your Excel document. What is the most surprising information? What is the most important information for others to know?

....

....

(2) Use a Word document to present your finding. Remember to use the margins, font size, colors, and images to better get you message across to others.





Remember

- Humans can have a positive or negative impact on the plants and animals around them.
- We can have a massive effect on their environment and whether they can survive in an area.
- The first thing an explorer does is to research the topic.
- When you research you need to use a variety of sources as books, articles and interviews.



Al Faez Questions



★ First: Choose the correct answer:

1. When you research you need to use a variety of sources like …
   a) books, articles b) Interviews. C) All of the above
2. When you research you need to use a variety of sources, like ..
   a) search engine b) Interviews. C) books, articles
3. When you research you need to use a variety of sources such as …
   a) Interviews b) specialized websites C) books, articles
4. The source of the …… is what reveal whether the information is reliable and true or not.
   a) information b) websites C) Humans

Lesson five

Algorithms



Objectives By the end of the lesson, I will be able to: After the lesson, check the correct box, I can ...	Very well	OK	Need more work
- Discuss the concept of algorithms.			
- Explain how a search engine uses algorithms.			
- Explain how to solve a problem using an algorithm.			

Engage:

- How does following a process help you to solve a problem?



Learn:

- In Term 1, you learned how to use search engines to gather information online. Every time you type keywords into a search engine, the engine uses algorithms to provide results.
- **Algorithms** help it to decide which results will be more relevant to you. For example, if you are using a search engine to find directions to a place, it will use a database of names and information from digital maps to provide you the results.
- An algorithm is a series of steps that explain how to do a task.



- When you make a meal, you follow a recipe – which is a type of algorithm! A recipe includes a set of instructions that will successfully lead you to making that meal. For example, read the recipe on the following page.



How to make a falafel sandwich	
1	Gather the ingredients to make your falafel sandwich.
2	Place pita bread on the plate.
3	Open the pita bread.
4	Place your desired amount of falafel balls into the pita bread.
5	Smash the falafel ball once they're inside the bread.
6	Add tahini and salad.

- Many of the things you do each day can be described as algorithms.
- Any series of sequential steps arranged to perform any task called an algorithm.

* **Example: When you clean your room, this is an algorithm:**

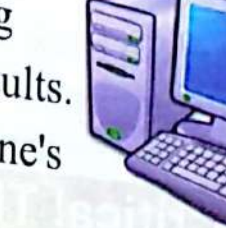
1. Clean the dust. ⇨ 2. Wipe flat surfaces. ⇨ 3. Clean the floor.

- When you are at school, you are often using algorithms to complete assignments.

* **For example:** when you solve a problem in math class. You will solve it in a series of steps. These steps are the guidelines needed to solve the problem.



* Computers and applications use algorithms to perform specific tasks.
- When you input the keywords you are searching for, the search engine takes steps to provide results.
- If your wording is not specific enough, the engine's algorithm may not be entirely accurate.



Explore:

- Think of a task you perform on a routine basis. Create your own algorithm. Write the steps. Compare your algorithm with a partner.

Review:

(1) Explain how a search engine uses algorithms to provide results.
(2) Lesson 5 introduced you to the concept of algorithms. Explain how, step by step.

Self- assess:

- Go to the Objectives at the beginning of the lesson. Check the correct I can... box.



Ministry book exercises



Comprehension:

(1) Look and answer:

- Write at least one algorithm you used today in the following places:

(1) **At home:**

....

(2) At school:

....



Hint: Go back to Lesson 2, Learn by Doing, to see some examples of daily tasks and routines.

Critical Thinking:

(2) Think and write:

- Read the example of how computers need algorithms to run. Then answer the questions.

Computers and applications need algorithms to run. For example, if you type "My name is Asma/Ahmed", the word processor:

* detects the key pressed for the first letter: is it a capital letter or a small letter?
* displays the letter on the screen.
* Repeats until end of word.
* Checks if this word is correctly spelled. If yes, it does nothing; if no, it indicates a possible mis-spelling.
* Repeats and continues to the end of the sentence.

(1) Give an example of the steps you think a computer, tablet, or mobile phone uses when you open a program or application you use regularly.

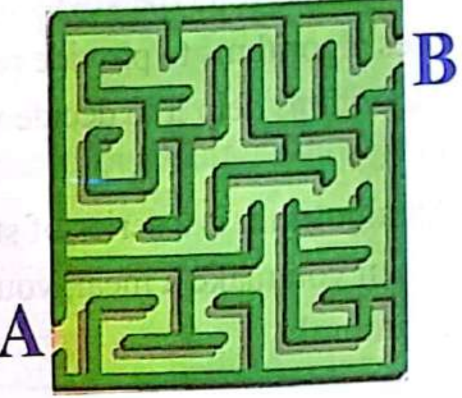
....

(2) How could missing a step, or adding incorrect information, affect an algorithm?

....

(3) Solve the problem:

- Create algorithm. Look at the maze. Provide the steps needed to go from point **A** to Point **B**.



ICT and me:

(4) Think and answer:

- How can algorithms help you understand the processes of the search engine when searching on the internet?

....

....

....

Research:

(5) Search and evaluate:

- Use a search engine to research the topic of your choice from Lesson 3, Explore. Evaluate and take notes on the top three results of your search.
- Use your response to the ICT and me question above to help you.

....

....







- Every time you type keywords into a search engine, the engine uses algorithms to provide results.
- Algorithms help it to decide which results will be more relevant to you.
- An algorithm is a series of steps that explain how to do a task.
- When you make a meal, you follow a recipe – which is a type of algorithm!



Al Faez Questions



★ **First: Put a sign (✓) or a sign (x):**

1. When you make a meal, you don't follow a recipe - which isn't a type algorithm. ( )
2. When you solve a problem in math class can be described as algorithms. ( )
3. When you clean your room, it's not an algorithm. ( )
4. Any series of sequential steps arranged to perform any task called an algorithm. ( )
5. Many of the things you do each day can be described as algorithms. ( )
6. Making a falafel sandwich cannot be described as algorithms. ( )

★ Second: Rearrange the following steps, to make a falafel sandwich:

(........)	Smash the falafel ball once they're inside the bread.
(........)	Add tahini and salad.
(........)	Gather the ingredients to make your falafel sandwich.
(........)	Place pita bread on the plate.
(........)	Open the pita bread.
(........)	Place your desired amount of falafel balls into the pita bread.

★ Third: Choose the correct answer between brackets:

1. Every time you type keywords into a search engine, the engine uses .... to provide results.
   (Search engine - algorithms - TIC tools)
2. Any .... includes a set of instructions that will successfully lead you to making that meal.
   (recipe - algorithms - instructions)
3. An algorithm is a .... that explain how to do a task.
   (series of steps - Search engine - TIC tools)
4. When you make ....., you follow a recipe – which is a type of algorithm.
   (series of steps - explain - a meal)

Lesson Six

The principles of coding

Objectives By the end of the lesson, I will be able to: After the lesson, check the correct box, I can ...	Very well	OK	Need more work
- Discuss the concept of coding.			
- Explain what I can create using coding programs.			
- Discuss how coding is another example of problem-solving.			

Engage:

- What kinds of online animations, movies, or games interest you? Explain why.

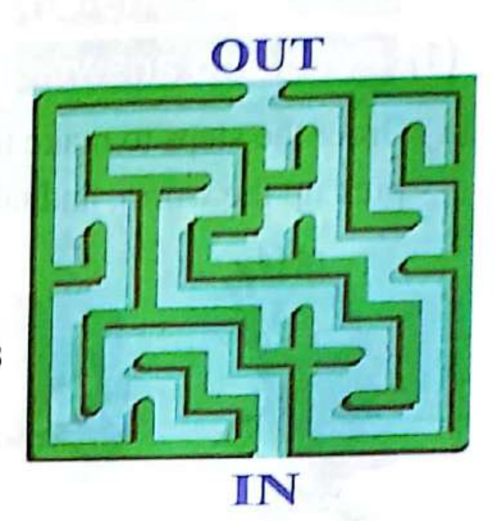


Learn:

- Online animations and movies you have viewed, and online games you have played. They were created using coding.
- Coding is the writing of multiple algorithms to make a complete program.
- Just like people, computers speak different languages.
- You can create animations, movies, and games using code.



- There are many websites like Code.org that can help you learn to code using different coding languages.
- What programming (coding) languages have you heard of?
- Have you ever created a maze and provided instructions to solve it?
- Instructions for a maze are like instructions in computer programs.
- You can create mazes on Code.org. Mazes are just one example of things you can create using coding.



Explore:

- Make your own maze. Write instructions on how to complete it. Share your maze with a partner. Give them the instructions to solve it.

Review:

(1) What is coding?
(2) Explain how coding is a coding is another example of problem-solving.

Self- assess:



- Go to the Objectives at the beginning of the lesson. Check the correct I can... box.



Ministry book exercises





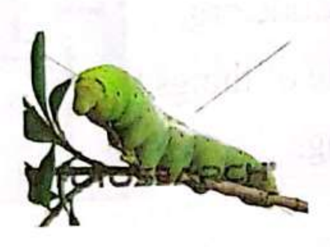
Comprehension:

(1) Read and answer:



(1) Order the steps to make the bird fly, pick up the worm, and take it to its.















- Pick up the worm
- Feed the worm to the baby bird
- Locate a worm
- Fly to the nest
- Stop flying
- Fly and look for a worm

(2) What is coding? Go back to the Learn section for help answering this question.

....

(3) Explain what you can create through coding.

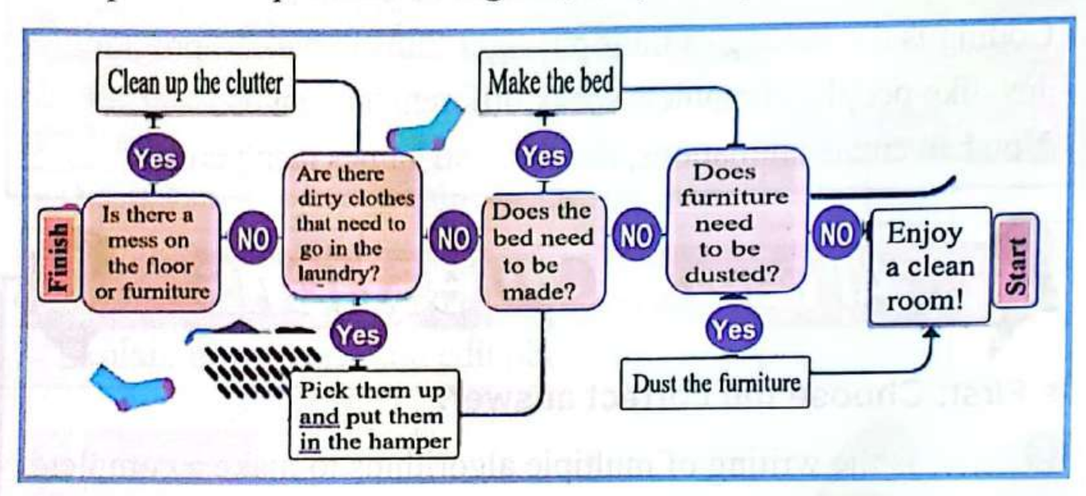
....



Critical Thinking:

(2) Read and draw:

(1) Look at this flowchart. A flowchart is like coding in that it represents a problem in logical, simple steps.



(2) Now draw another flowchart about another problem. Here are some ideas:

- set the table.
- take out the garbage.
- weed the garden.
- organize your desk

(3) Think and write:

(1) What are the similarities and differences between the coding in activities 1 and 2 above?



ICT and me:

(4) Think and answer:

- Think about the topic you've been researching since Lesson 3. How could your use coding, blocks, or a flowchart in a presentation about your topic of choice? Write or Draw your ideas below.



Remember



- Online animations and movies you have viewed, and online games you have played. They were created using coding.
- Coding is the writing of multiple algorithms to make a program.
- Just like people, computers speak different languages.
- You can create animations, movies, and games using code.



Al Faez Questions



★ First: Choose the correct answer:

1. …… is the writing of multiple algorithms to make a complete program.
   a) languages b) Coding c) animations
2. Using code you can create …………., and games.
   a) animations b) movies c) All of the above
3. There are many websites like …….. that can help you learn to code using different coding languages.
   a) Code.org b) Excel c) Ward

★ Second: Put a sign (✓) or a sign (x):

1. Mazes are an example of things you can create using coding.( )
2. You can not create mazes on Code.org. ( )
3. Instructions for a maze are like instructions in computer programs. ( )

Lesson Seven

Graphic art



Objectives By the end of the lesson, I will be able to: After the lesson, check the correct box, I can ...	Very well	OK	Need more work
- Discuss how to use graphic programs.			
- Discuss how to add some visuals (such as photos, illustrations, texts) to a presentation.			
- Explain how to add and edit photos.			

Engage:

- How do you think visual aids (like drawings and photos) can help a presentation?

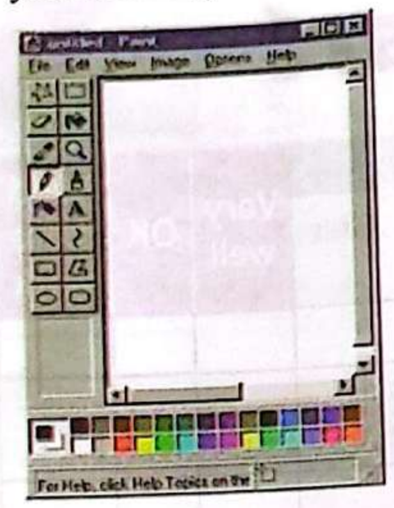


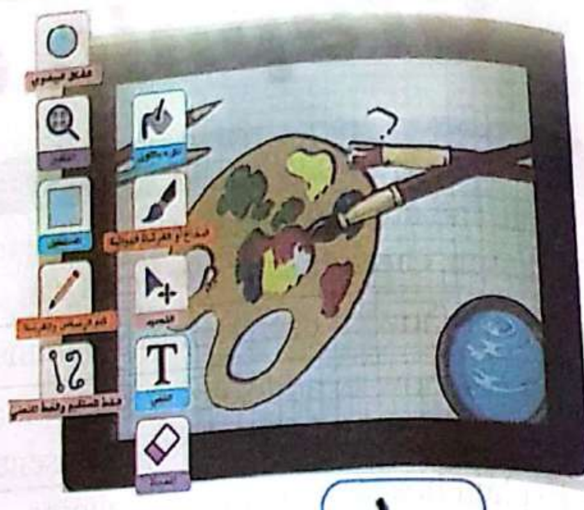
Learn:

- It's easy to create your own drawings or edit images on computers. A popular graphics editor is Microsoft Paint.
- To open the file, click on Accessories in the Start-up menu. Find Paint and click on it.
- In Paint, you'll notice that the top of the screen is like Word and Excel. There's a menu bar and toolbox. The menu bar includes options for opening and saving files.
- The editing features on the menu bar include the ability to edit colors and images.



- The toolbox includes all the tools that you will need to make your drawing. These are some of the tools:





- You can edit photos in Paint. You can:

* Fill colors using the color options.
* Select areas of the photo to use in your drawing by cropping.

*** To add text to a photo:**

(1) Click on the bottom right corner of the photo.
(2) Drag your mouse to the right until you have enough white space to write your text.
(3) Cut and paste the text from the area and onto the photo.

*** Change the size or direction of the photo.**



- Microsoft Word also offers graphic tools to create a graphic. Click on the insert bar to see the different options, such as:
  - Shape.
  - Icons.
  - 3D models
  - Smart Art.



Explore:



- Think about the research you did in Lesson Three on a topic of your choice. how could you. Use Paint to enrich a presentation on your topic? Write your thoughts and share them with One of your classmates.

Review:

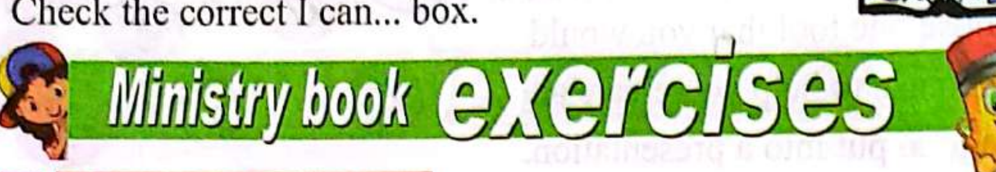
(1) What tools are used in the Paint program? Explain the function of each.

(2) What art projects (manual - digital) that you might be interested in designing?



Self- assess:

- Go to the Objectives at the beginning of the lesson. Check the correct I can... box.



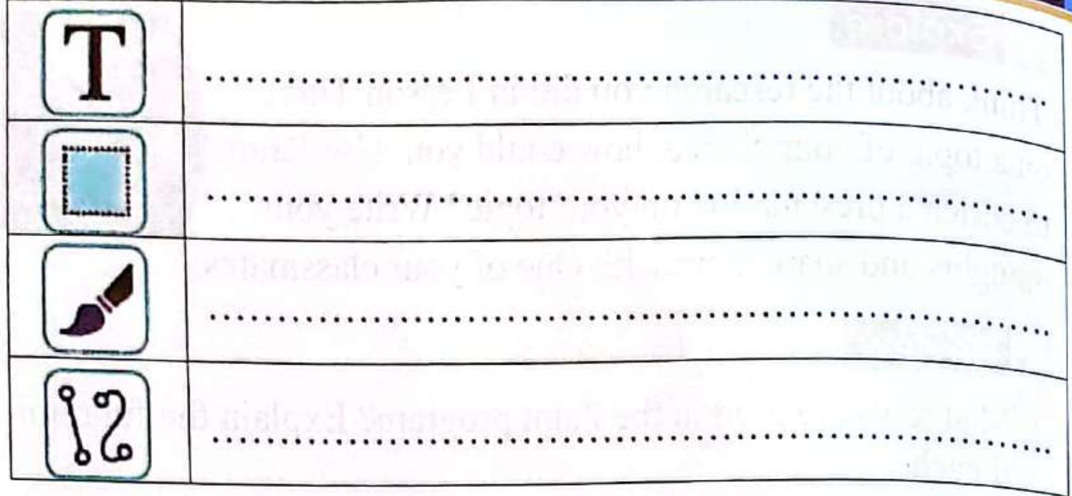
Comprehension:

(1) Look and answer:

- Look at the graphic tools from Paint Write an example of when you might use each tool while creating an image to put into your presentation.

(eraser)	....
(pencil)	....





(2) Look and answer:

- Answer the questions:

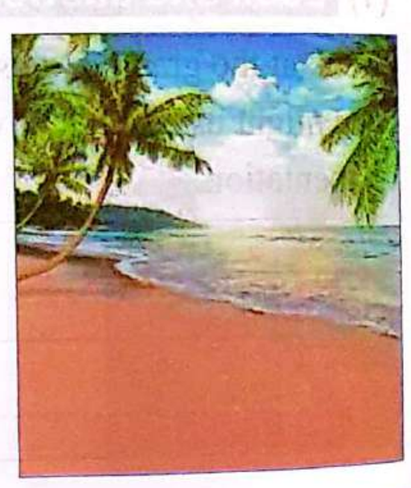
(1) Look at some more graphic tools available in Microsoft Paint. Choose one tool that you would like to use to help you create an image to put into a presentation. Describe how you could use this tool to help you to create it.



(3) Look and answer:

- Look at the following image and think of ways to add effects to it. for example:

* Make the photo look like night.
* Brighten the photo.
* Make the photo more/less colorful.
* Make the photo simpler/less cluttered.



- Write what you would do and the steps you would take.
  You can ask your teacher for help.

....

Critical Thinking:

(4) Think and write: **Answer the questions:**

(1) Imagine a scene you want to draw or paint but don't have the tools you need to do so. Describe it below.

....

(2) How could you create that scene using Paint

....

(5) Compare and contrast:

- Compare your answers for the activity above with a partner.
  Did you write about using the same tools/programs?

Remember

- It's easy to create your own drawings or edit images on computers.
- A popular graphics editor is Microsoft Paint.
- To open the file, click on Accessories in the Start-up menu. Find Paint and click on it.
- In Paint, the top of the screen is like Word and Excel.
- The editing features on the menu bar include the ability to edit colors and images.
- You can fill colors an image using the color options.



Al Faez Questions



★ First: Put a sign (✓) or a sign (x):

1. In Paint, the top of the screen is not like Word and Excel. ( )
2. It's not easy to create your own drawings or edit images on computers. ( )
3. In Paint, you cannot add text to an image. ( )
4. Microsoft Paint allowed you to change the size or direction of the photo ( )

★ Second: Choose the correct answer between brackets:

1. A popular graphics editor is Microsoft ....
   (Excel - Paint - Word)
2. There's a menu bar includes options for opening and saving files.
   (menu bar - Excel - Word)
3. The editing features on the menu bar include the ability to edit ....
   (colors - images - colors and images)
4. The ...... includes all the tools that you will need to make your drawing.
   (Toolbox - Menu bar - menu bar)
5. You can fill colors an image using the ....
   (Toolbox - color options - menu bar)

Lesson eight Creating a PowerPoint presentation



Objectives	Very well	OK	Need more work
By the end of the lesson, I will be able to: After the lesson, check the correct box, I can ...			
- Discuss the elements of presentation.			
- Discuss PowerPoint features.			
- Present information on a specific topic using PowerPoint.			

Engage:

- What are the elements of a good presentation?

Learn:

- You can use Microsoft PowerPoint to create presentations that include text animations, images, and special effects.
- To create a presentation using PowerPoint, click on the PowerPoint icon on your computer. Then, click on Blank Presentation. At the top of the screen, you will see a menu bar with multiple tabs.



- Each tab contains a set of tools that you can use to create your presentation.
- Use first slide to name the title and subtitle of your presentation.
- Type the information in the text boxes.



- **A slide** is a presentation page that contains text and images. On the left side of the screen, you will see a thumbnail, or preview image, of each slide you're creating.

A slide
Click to add title
Click to add subtitle

- To add another slide to your presentation, click **New Slide**.
- **To choose the layout of each slide**, click the Layout icon on the Home menu.

- **Adding text:** To add text to your slide,

1. Click on the text box on the screen.

2. Choose the font style and size you'd like to use.

3. Type your text.

PowerPoint (Product Activation
Text Box | Header & Footer | WordArt | Date & Time
Text

- **Adding visuals and effects:** PowerPoint includes numerous visual tools to help make your presentation stand out.

Design: Choose design options for each slide, including background colors.

Draw: Access drawing tools.

Transitions: Choose a visual effect to use between each slide.

Animations: Choose animated effects for each slide.

Slide show: Decide how you'd like to present and time each slide.

View show: You can view the presentation by clicking the **"view show"** icon, or by clicking the **F5** key on the keyboard.



Inserting pictures:

(1) Click on **Insert**. (2) Then click **Pictures**.

(3) Choose the options you need from the menu bar.

(4) Drag picture with your mouse into the slide.

- You can also insert a picture using another program into your PowerPoint presentation.

- **Keep the following features in mind when creating your presentation:**

• Avoid wordy paragraphs or sentences.

• Be sure to use a font size and style that is readable.

• Use relevant images instead of text.

• Practice your presentation in advance.

Explore:

- It's time to create a presentation on the topic of your choice from Lesson 3.
- Break down what you'll need to do. Remember to organize your notes from your online search. Decide how to include drawings or photos from Paint.
- Decide how you'll us PowerPoint features to make your presentation stand out.
- Finally, be sure to write down your ideas so you have step-by-step instructions to help you create your presentation.





Review:

(1) Discuss the features of PowerPoint.

(2) Why might PowerPoint be a better choice for a presentation than Word or Excel?



Self- assess:

- Go to the Objectives at the beginning of the lesson. Check the correct I can... box.



Ministry book exercises



Life skills:

(1) Look and answer:

- It's time to create your own PowerPoint presentation. Use the information you've gathered while researching your topic of choice from Lesson 3 to create your presentation.

(1) First, let's plan. Break down what you'll need to do to create your presentation into smaller sections. Write each section.

....

....

(2) Next, it's time to problem-solve. Write about how you will complete each section.

....

(2) Plan your slides:

- Write what you will include on each slide.

....

(3) Create your PowerPoint presentation:

- **Finally:** it's time to create you presentation. Be sure to do the following:

* Double-check that your sources are accurate.
* Cite your sources.
* Have a clear idea of the design you'd like to have.
* Determine how much text you want to include on a slide.
* Remember, you want to limit the number of words on each slide to make them easy to read.
* Decide how to break up the information you're including on each slide.
* Include visuals in your presentation.

- Remember, you can include texts, images, and elements from other Microsoft 365 programs to create your PowerPoint presentation.
- For example:
  • Tables, images, symbols, and texts from Word.
  • Graphs, charts, and tables from Excel. • Images from Paint.

ICT and me:

(4) Think and answer:

- Congratulations on creating a PowerPoint presentation! Now share your thoughts on the experience.

(1) How did you use problem-solving skills to help you to create your presentation?

....

(2) Explain the choices you made when it came to:
Text size and style: ....
....
Use of graphic tools: ....
....

(3) Talk to a partner about the success of each of your presentations. How were your presentations similar? How were they different? What will each of you do differently next time!
....
....



Remember

- You can use Microsoft PowerPoint to create presentations that include text animations, images, and special effects.
- To create a presentation using PowerPoint, click on the PowerPoint icon on your computer. Then, click on Blank Presentation.
- At the top of the screen, you will see a menu bar with multiple tabs.
- Each tab contains a set of tools that you can use to create your presentation.
- To create a presentation using PowerPoint:
  click on the PowerPoint icon on your computer. Then, click on Blank Presentation.
  of the screen, you will see a menu bar with multiple tabs.
- **A slide** is a presentation page that contains text and images.
- You can view the presentation by clicking the **"view show"** icon, or by clicking the **F5** key on the keyboard.



Al Faez Questions



*** First: Put a sign (✓) or a sign (x):**

1. Microsoft PowerPoint include text animations, images, and special effects. ( )
2. You can not use Microsoft PowerPoint to create presentations. ( )
3. You can use only Excel to create presentations. ( )
4. To add another slide to your presentation, click New Slide. ( )
5. On the left side of the PowerPoint screen, you will see preview image, of each slide you're creating. ( )

*** Second: Choose the correct answer:**

1. Microsoft PowerPoint to create presentations that include .....
   a) Text animations
   b) Special effects.
   c) All of the above
2. You can view the presentation by clicking the ....
   a) "**View show**" icon
   b) Click **F5** on the keyboard.
   c) All of the above
3. You can use .... to create presentations.
   a) Microsoft Paint
   b) Microsoft PowerPoint
   c) Word



SCHOOL Revision Questions

Vocabulary:

(1) Write and compare:

* Write a sentence for each set of words to explain the connection between them. Then compare your sentences with a partner.

(1)	steps	and	trial and error
(2)	algorithm	and	coding
(3)	slide	and	thumbnail

(1) ....

(2) ....

(3) ....

Review questions:

(2) Read and answer:

(1) Explain why taking steps is an important part of problem-solving.

....

(2) What digital concepts should you consider when creating a poster?

....

(3) How do images make a presentation better?

....

(4) Write a short algorithm for an everyday task.

....

(5) Give instructions on one way to add an image or graphic to Microsoft Word or PowerPoint.

....

(6) Explain how problem-solving is related to coding.

....

(7) List three tools you can use in Paint or Word to create your own drawings.

....

(8) List three visual tools you can use in PowerPoint.

....

Critical thinking:

(3) Think and answer:

(1) How can you use problem-solving to help you if you're having difficulty using the Microsoft 365 program?

....

....

(2) Imagine you are about to create a PowerPoint presentation, Break down the steps you might take to create it.

....

....

(3) Experts say that learning how to code can make you a more creative person. Think about what you've learned about coding, Do you agree? Why or why not?

....

....

....





Essential question:

(4) Think and complete:

- Think about the information that you have learned in this theme. How does it help you to understand how to use different software and techniques to create digital presentations?

- After studying this theme, I know that I can use different software and techniques to create digital presentations because:

....

....

Activity:

(5) Research, create, and show:

- How can you use problem-solving, breaking things into steps, trial and error and algorithms to carry out a task? How might you represent this in code or in a flowchart? Make this into a presentation using the techniques in (4) to show to the class.

Draw here

AL FAEZ Revision Questions ?

★ First: Choose the correct answer from Box:

1. It's common to use images on ....

(a) Posters
(b) Billboards
(c) Posters and Billboards
(d) Internet

2. .... includes different options to choose from: PowerPoint, Word, and Publisher.

(a) Microsoft 365
(b) Information
(c) Digital tools
(d) Paint

★ Second: Put (✓) or (×):

1. Margin is the amount of space between the edges of a poster or billboard and its content. (   )
2. Mr. Shah realized use his skills to make a positive impact on human life. (   )
3. Wildlife conservation is protecting animals in their natural habitats. (   )

4. EKB creates unique mobile games, using augmented reality. (   )

5. It is better not to use more than 3 colors in a poster. (   )

6. To design a billboard always make sure to choose an appropriate font size that is easy to read. (   )

7. If you add content very close to the edges, it will look like the poster or billboard is appealing. (   )

★ Third: Choose the correct answer from the brackets:

1. Some …….. may be more complicated than others.
   (A hypothesis - Internet - ICT problems)

2. Gautam Shah is the founder of ………
   (ICT - Internet of Elephants - Egyptian Knowledge Bank)

3. The …… mean that wherever you are in the world, you can interact with amazing .
   (mobile games - human live - Elephants)

4. An example of things you can create using coding.
   (A hypothesis - Internet - Mazes)

5. Using …… does cause much kind of problem.
   (group of people - technology tools - ICT problems)

6. ……… is an educated guess about how things work.
   (A hypothesis - ICT - Internet)



ABRIL TEST 1

★ First: Choose the correct answer:

1. A popular graphics editor is Microsoft ....
   (Excel - Paint - Word)
2. The .... includes all the tools that you will need to make your drawing.
   (Toolbox - Menu bar - menu bar)
3. You can work with classmates outside of school .... a project, virtually. (Toolbox - online - menu bar)
4. There are many websites like .... that can help you learn to code using different coding languages.
   (Code.org - Excel - Ward)
5. You can fill colors an image using the ....
   (Toolbox - color options - menu bar)

★ Second: Put (✓) or (×):

1. In Microsoft Paint choose animated effects for each slide. ( )
2. An **algorithm** is a series of steps that explain how to do a task. ( )
3. In **Paint**, you cannot add text to an image. ( )
4. **Internet** include a search engine, specialized websites. ( )
5. It is not important to leave Margin space empty. ( )

★ **Third: Write the concept or term for all of the following:**

1. Software used for making presentations.
2. An example of things you can create using coding.
3. Allows you to present your ideas in a variety of ways.
4. Help Search Engine to decide which results will be more relevant.
5. The site that allows you to create mazes.

ABRIL TEST 2

★ **First: Choose the correct answer between the brackets:**

(Computers - Excel - recipe - Coding - F5)

1. You can view the presentation by clicking the …….
2. ……. is the writing of multiple algorithms to make a complete program.
3. ……. and applications use algorithms to perform specific tasks.
4. Any …….. includes a set of instructions that will successfully lead you to making that meal.
5. To record the data you collected you will need one program that is common in collecting information is …….

★ **Second: Put (✓) or (×):**

1. On the left side of the PowerPoint screen, you will see a preview image, of each slide you're creating. ( )
1. When you make a meal, you don't follow a recipe – which isn't a type algorithm. ( )
3. Humans can have a positive or negative impact on the plants and animals around them. ( )
4. Microsoft Paint allowed you to change the size or direction of the photo ( )
5. Choose a visual effect to use between each slide from the Transitions menu. ( )

★ **Third: Match:**

	A		B
1	In PowerPoint	A	click New Slide
2	A slide	B	A popular graphics editor.
3	Include text animations, images, and special effects.	C	select design options for each slide, including background colors.
4	To add another slide to your presentation	D	is a presentation page that contains text and images.
5	Microsoft Paint	E	Microsoft PowerPoint



Project PROJECT Term 2

(1) Read the title of the project carefully and think about what you need to find out.

Tourism awareness

- Research the most important projects made by the Egyptian government in this field. Present the results of your research to the class.

....

....

....

....

(2) Put your group together. Who are you working with?

* ....

* ....

* ....

* ....

(3) Brainstorming ideas

- What type of presentation will you create?

How will you use both images and text in your presentation?

What do you need to do to make your presentation a success?

....

....

....

(4) Gather Information

- Where will you get your information from?

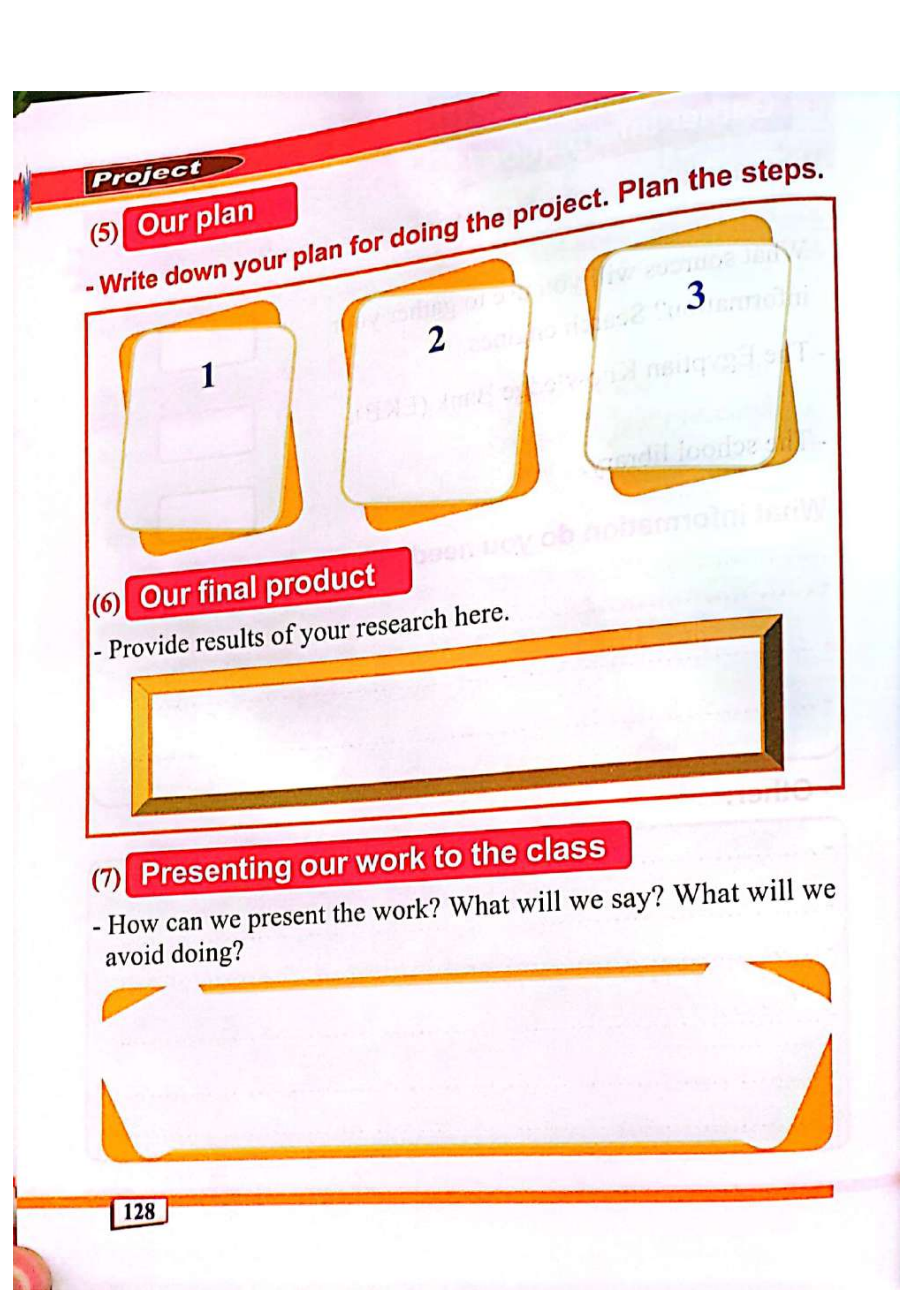
- What sources will you use to gather your information? Search engines. ☐
- The Egyptian Knowledge Bank (EKB). ☐
- The school library. ☐

- What information do you need to know?

- ....
- ....
- ....

- Other:

- ....
- ....
- ....
- ....
- ....
- ....



(5) Our plan

- Write down your plan for doing the project. Plan the steps.

1

2

3

(6) Our final product

- Provide results of your research here.

(7) Presenting our work to the class

- How can we present the work? What will we say? What will we avoid doing?

Exam night

Theme 3:

- Lesson 1:

- William Tyner is a cultural anthropologist, technologist, and filmmaker.
- He works to find real solutions to problems that benefit local communities.
- He thinks that using technology in a positive way can help people become successful digital citizens as for communications.
- He believes digital communication and helping people to connect with each other are important to exchange opinions and build good relationships.

- Lesson 2:

- **Digital citizenship** is the ability to use digital technology ethically,responsibly, and safely.
- This helps you to enjoy and take advantage of digital technology, and protects your digital footprint.
- **Piracy:** is the illegal circulation of content to be shared or sold to others.
- **Digital footprint:** Your digital footprint is a record of what you do online, including the sites you visit and the things you post; it can also include things that others post about you.



- Lesson 3:

- As a digital citizen, you use ICT tools to learn, to share, and to communicate.
- Digital devices can help a nonverbal person communicate on to learn languages at school, using pictures.
- Digital devices can also be beneficial when unexpected events us, making us unable to leave our homes.
- You can use video-sharing platforms to learn or to teach new things.
- EKB providing Egyptian citizens with access to learning materials in the digital library.
- Common communication apps are the messaging app WhatsApp, the social media platform Facebook, and the virtual meeting app Skype.

- Lesson 4:

- You can use the internet to communicate synchronously and asynchronous.
- Synchronous communication is that occurs in real time, with instant responses, to exchanging information or files between two people at the same time using various digital tools.
- **Video chats**: These allow you to communicate live with one or more people via your mobile device or computer.

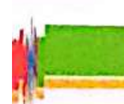
- **Tools needed:** Device with a camera and speakers, and an application, or video chat software.
- **Instant messaging:** allows you to send messages using the internet. Messages could include text, or also pictures or videos.
- **A cell phone application:** is an application that runs on your mobile device, access to email, instant messaging, social network pages, and video.
- **Chat rooms**: These allow you to communicate in a group.
- They usually focus on just one particular subject.
- **Email:** This allows you to send and receive messages.

- Lesson 5:

- To start a call, you create a link to send to the participant(s).
- To making video chats, make sure your microphone and camera are on.
- If you're join in a call, you click on a link and wait to be "let in".
- In the chat room you can write your comment and send it.
- You can reply to messages, and some participants may reply to your message as well.



- Anyone with access to the chat room will be able to read your messages.



- Lesson 6:

- Online learning environments, like Edmodo, allow teachers and students to communicate, no matter where they are.
- Teachers can provide virtual lessons and upload quizzes and homework assignments for students to access
- Students can send messages to their teachers.
- Egyptian Knowledge Bank. Egypt premiere online library of resources for a variety of subjects.
- VLABY a virtual labs platform that enables students and teachers to do lab experiments in an interactive environment.
- National Geographic Kids: A popular online source for kids.
- Mapmaker Interactive: A special interactive provides online world mapping tools for students and teachers.

- Lesson 7:

- It's important to plan before conducting a digital search.

(1) Choose your topic. What do you already know about the topic?

(2) Choose the types of online sources you will use.

(3) Evaluate the types of sources you've chosen.

- You may find factual information on social media sites, such as Facebook, Wiki pages, and blogs. You are also likely to find information full of opinions, errors, and even lies.

- Lesson 8:

- The internet allows us to communicate with others instantaneously.
- With internet, we can send a quick messages and have friendly conversations with people.
- Synchronous communication is appropriate:
* Between friends or close family.
* When the information is about day-to-day matters.
- Asynchronous communication is appropriate:
* Between people who do not know each other well.
* When the information is important but not urgent.

Theme 4:

- Lesson 1:

- Gautam Shah is the founder of Internet of Elephants.
- The organization uses ground breaking digital tools to connect people with wildlife around the world.
- Wildlife conservation is protecting animals in their natural habitats.
- Internet of Elephants, creates unique mobile games, using augmented reality, and data visualization that allow people to interact with amazing creatures.

- Lesson 2:

- Common steps that you can take to make problem-solving easier.
* The steps to solve a problem:
(1) Construct a Hypothesis. A hypothesis is an educated guess about how things work.
(2) Test your Hypothesis. Do not conduct any test which is not safe.

(3) Was your test successful? If not, we learn from our mistakes.

- Some ICT problems may be more complicated than others.
- Work on solving such problems in small sections, step-by-step.

- Lesson 3:

- When you are presenting information, think about the digital tools you will need to best present it.
- To create a digital poster or billboard, you will need to use software that will allow you to create it.
- Microsoft 365 includes different options to choose from: PowerPoint, Word, and Publisher.
- To access Microsoft 365's bundle, you will need to have a digital device that supports the software.
- Margin: is the amount of space between the edges of a poster or billboard and its content.

- Lesson 4:

- Humans can have a positive or negative impact on the plants and animals around them.
- We can have a massive effect on their environment and whether they can survive in an area.
- The first thing an explorer does is to research the topic.
- When you research you need to use a variety of sources as books, articles and interviews.

- Lesson 5:

- An algorithm is a series of steps that explain how to do a task.
- When you make a meal, you follow a recipe – which is a type of algorithm!

- Lesson 6:



- Online animations and movies you have viewed, and online games you have played. They were created using coding.
- Coding is the writing of multiple algorithms to make a program.
- Just like people, computers speak different languages.
- You can create animations, movies, and games using code.

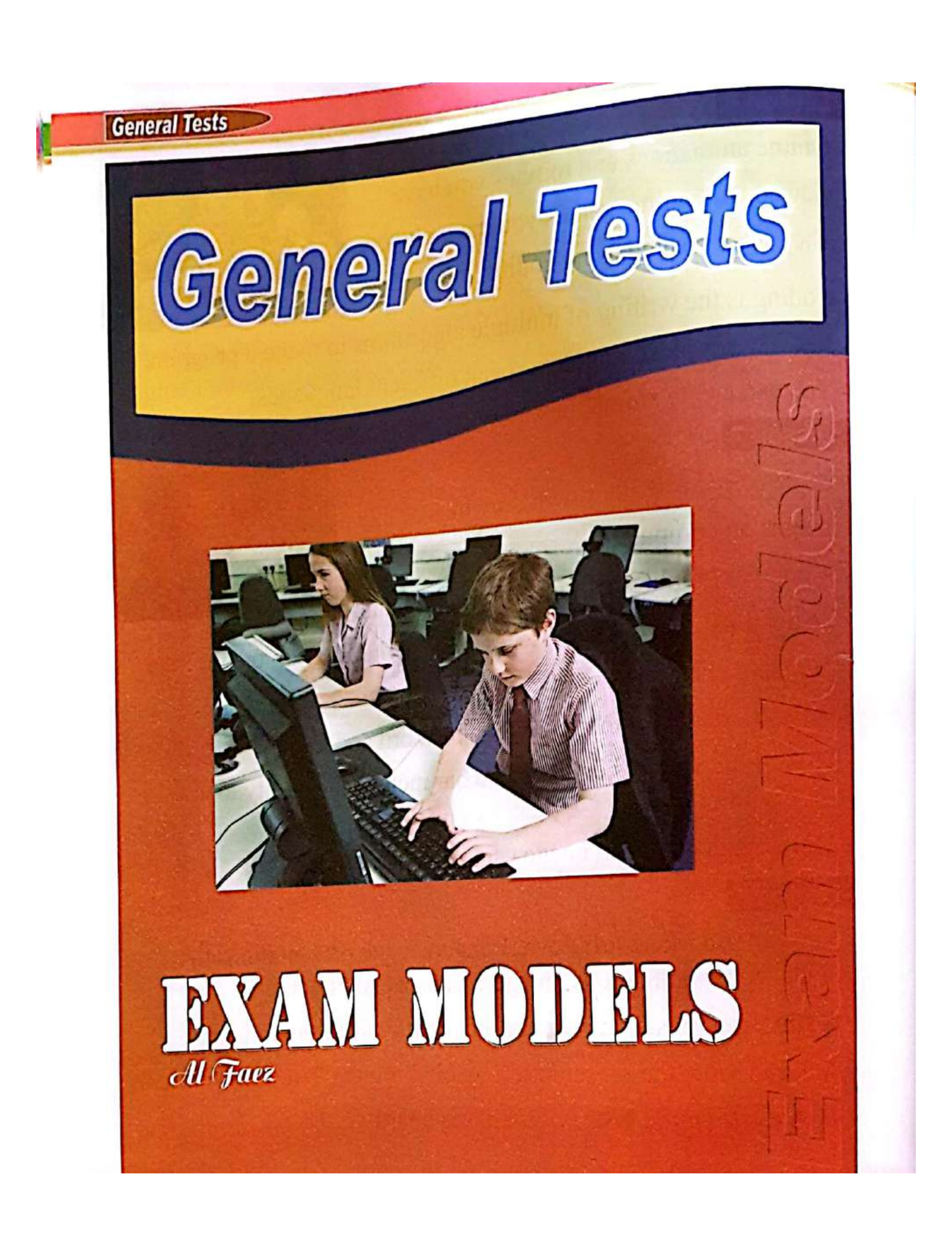
- Lesson 7:



- It's easy to create your own drawings or edit images on computers.
- A popular graphics editor is Microsoft Paint.
- To open the file, click on Accessories in the Start-up menu. Find Paint and click on it.
- In Paint, the top of the screen is like Word and Excel.
- The editing features on the menu bar include the ability to edit colors and images.
- You can fill colors an image using the color options.

- Lesson 8:

- You can use Microsoft PowerPoint to create presentations that include text animations, images, and special effects.
- **A slide** is a presentation page that contains text and images.
- You can view the presentation by clicking the **"view show"** icon, or by clicking the **F5** key on the keyboard.



General Tests
General Tests
Exam Models
EXAM MODELS
Al Faez

Test model 1

★ **First: Put a tick (✓) in front of the appropriate ways to evaluate the information sources below:**

1	Is the author a respected person or organization?	(........)
2	Information comes from a person or organization.	(........)
3	How current is the information?	(........)
4	Does the source state opinions or facts?	(........)
5	Humans can have a positive or negative impact on the plants and animals around them.	(........)
6	Is the information presented with a bias or unbiased?	(........)
7	Does the source provide evidence and cite other sources of information you can check?	(........)

★ **Second: Put a sign (✓) or a sign (x):**

1. The Internet include a search engine, specialized websites, the EKB and similar authoritative online sources. ( )
2. Video tools allows you to send and receive messages. ( )
3. Interviews include people who have experience of, are affected by, or who have studied the topic. ( )
4. Pictures allows you to communicate in a group, and they usually focus on only one topic. ( )

Test model 2

✶ **First: Put a sign (✓) or a sign (x):**

1. Humans can have a positive or negative impact on the plants and animals around them. ( )
2. Word is often used to present numbers as the program can add up numbers automatically. ( )
3. Anyone with access to the chat room will not be able to read your messages. ( )
4. If you're sending, attachments, be sure the information you're sending is not safe. ( )
5. All Egyptians can pay their bills through the appropriate app available online ( )

✶ **Second: Match:**

A		B	
1	Communication	A	He believes in using technology and online games to bring wildlife into people's daily lives.
2	Excel	B	Allows us to communicate with others instantaneously.
3	The internet	C	It is important to know when each type of them is appropriate.
4	Mr Shah	D	Allows you to present your ideas in a variety of ways.

Test model 3

★ First: Choose the correct answer from the box:

1. One program that is common in collecting information is ….

(a) Word
(b) Office 365
(c) Excel
(d) Paint

★ Second: choose the correct answer between brackets:

(Chat rooms - Synchronous - microphone and camera - Word)

1. ……. is most commonly used to write out what you want.
2. …….. communication is that occurs in real time, with instant responses.
3. Allow you to communicate in a group, they usually focus on just one particular subject.
4. To making video chats, make sure your ……… are on.

★ Third: Put (✓) or (×):

1. When solving larger ICT problems, don't segment them. ( )
2. A hypothesis is from solve a problem steps. ( )
3. Excel is most commonly used to write out what you want. ( )
4. The first thing an explorer does is to research the topic. ( )
5. William Tyner works to find real solutions to problems that benefit local communities. ( )



Test model 4

★ **First: Put (✓) or (×):**

1. Sometime we need to give the people with whom we are communicating time to consider information we send. ( )
2. With Excel we can send a quick messages and have friendly conversations with people. ( )
3. In PowerPoint, select design options for each slide, including background colors. ( )

★ **Second: Rearrange the following steps to insert an image:**

(........)	Drag picture with your mouse into the slide.
(........)	Choose the options you need from the menu bar.
(........)	Click on **Insert**.
(........)	Then click **Pictures**.

★ **Third: Match:**

	(A)		(B)
1	To add another slide to your presentation.	A	are an example of things you can create using coding.
2	is a presentation page that contains text and images.	B	Word
3	allows you to change the design, add photos.	C	click New Slide
4	Mazes	D	A slide



Test model 5

★ **First: Put a sign (✓) or a sign (x):**

1. On the left side of the PowerPoint screen, you will see a preview image, of each slide you're creating. (   )
2. The problem should be broken down into small parts. (   )
3. In Egypt, there are not ways in which digital tools can help its citizens. (   )
4. In Egypt, it has become difficult to book train or plane tickets Online. (   )
5. One of the problem-solving steps is to never perform an unsafe test. (   )

★ **Second: Rearrange the following steps, to add text to a slide:**

(........)	Type your text.
(........)	Click on the text box on the screen.
(........)	Choose the font style and size you'd like to use.

★ **Third: Write the concept or term for all of the following:**

1. Software used for making presentations.
2. An example of things you can create using coding.
3. The site that allows you to create mazes.
4. Mapmaker Interactive provides online world mapping tools for students and teachers.



Test model 6

★ First: choose the correct answer from a, b, or c:

1. When you research you need to use a variety of sources like …
   a) books, articles b) Interviews. C) All of the above
2. When you research you need to use a variety of sources, like ..
   a) search engine b) Interviews. C) books, articles
3. ……. allows you link your report to websites or information online.
   a) Word b) Excel c) Office 365
4. In the …… you can write your comment and send it.
   a) chat room b) Face book c) Google
5. Click on the name of the person you want to chat with, then type your message and click on the "……." icon.
   a) chat room b) messages c) Send

★ Second: Put a sign (✓) or a sign (x):

1. Choose a visual effect to use between each slide from the Transitions menu. ( )
2. In PowerPoint choose animated effects for each slide. ( )
3. You can not create mazes on Code.org. ( )
4. Click the **Layout icon** on the Home menu, to choose the layout of each slide. ( )
5. Word is a presentation page that contains text and images.( )

Test model 7

★ **First: Put a sign (✓) or a sign (x):**

1. Anyone with access to the chat room will not be able to read your messages. ( )
2. If you're sending, attachments, be sure the information you're sending is not safe. ( )
3. There are common steps that you can take to make problem-solving harder. ( )
4. Word is often used to present numbers as the program can add up numbers automatically. ( )
5. Students can send homework and messages to their teachers with Edmodo. ( )

★ **Second: Match:**

	(A)		(B)
1	Include text animations, images, and special effects	A	Edmodo
2	Allows you to create a spreadsheet with many columns and rows as you need.	B	Microsoft PowerPoint
3	One of the online learning environments	C	Excel
4	A special interactive feature delivered by National Geographic	D	Transitions menu
5	Choose a visual effect to use between each slide.	E	Mapmaker Interactive

Test model 8

★ First: choose the correct answer from a, b, or c:

1. …….. allow you to communicate live with one or more people via your mobile device or computer.
   a) Information b) Video chats C) files
2. In chat room you can reply to ….., and some participants may reply to your message as well.
   a) chat room b) messages C) Send
3. When you research you need to use a variety of sources such as …
   a) Interviews b) specialized websites C) books, articles
4. The source of the …… is what reveal whether the information is reliable and true or not.
   a) information b) websites C) Humans
5. …….. is an application that runs on your mobile , allows you direct chats.
   a) Cell phone application b) Files C) Internet

★ Second: Put (✓) or (×):

1. When writing an email, be sure use greetings and endings.( )
2. Instant messaging is a fun and informal way to communicate. ( )
3. WhatsApp providing Egyptian citizens with access to learning materials in the digital library. ( )

Test model 9

★ **First: Put (✓) or (×):**

1. The source of the information is what reveal whether the information is reliable and true or not. (   )
2. Word allows you to create a spreadsheet with many columns and rows as you need. (   )
3. You should not ask your teacher or a family member before posting anything online. (   )
4. Research sources include Print, the Internet, and Interviews. (   )
5. You must commit piracy, with the aim of sharing or selling digital content to others. (   )

★ **Second: Write the term that refers to each of the following:**

1. Creates unique mobile games, using augmented reality, and data visualization that allow people to interact with amazing creatures.
2. You can use it to communicate simultaneously or asynchronous.
3. This allows you to send and receive messages.
4. Allows you to present your ideas in a variety of ways.
5. An application that runs on your mobile device, access to email, instant messaging, social network pages, and video.

Test model 10

*** First: Choose the correct answer:**

1. Asynchronous communication does not require an .....
   (instant response - Internet - Computer)
2. Mean that wherever you are in the world, you can interact with amazing animals in countries close to your country or far away.
   (The mobile games – WhatsApp – historical)
3. Many historical and cultural sites can be visited by purchasing tickets easily through a website by clicking on preferred choice.
   (historical – historical and cultural – Schools)
4. There are a wealth of information at everyone's fingertips with the .... website. (EKB – Facebook – WhatsApp)
5. Instant messaging allows you to send messages using the internet. Messages could include ....
   (just text - just pictures - text, pictures or videos)

*** Second: Rearrange the following steps, to add text to a photo in Microsoft Paint:**

(........)	Cut and paste the text from the area and onto the photo.
(........)	Click on the bottom right corner of the photo.
(........)	Drag your mouse to the right until you have enough white space to write your text.

Answer of all the questions

* The theme 3 *

* Lesson (1) *

* Ministry book exercises, page (8, 9)*

(2) Read and Complete:
(1) Egyptian National Railways.
(2) Ministry of Health and Population.
(3) Ministry of Education.
(4) Egyptian Knowledge Bank.
(5) Ministry of Tourism and Antiquities.

(3) Think and answer
(1) Egyptian Knowledge Bank.
(2) Ministry of Education.
(3) Egyptian National Railways.
(4) Ministry of Tourism and Antiquities.
(5) Ministry of Health and Population.

* Al Faez questions - page (10, 11) *

First: (1) All of the above
(2) digital communication
(3) historical and cultural (4) EKB
Second: (1) ✓ (2) ✓ (3) x (4) x

* Lesson (2) *

* Ministry book exercises, page (14:15)*

(1) Look and write:
(1) Exchange positive messages with others on the Internet
(2) I watch movies from trusted sources
(3) I set aside a specific period of time for myself on the Internet
I communicate with my colleagues and have a productive time.

Suggest an additional right related to digital citizenship:
Free Internet - High Speed Internet

(2) Think and write:
(1) I deal under the law with others on the Internet to be a good digital citizen.
(2) I check sites before visiting them, and consult my parents and teachers in situations that are difficult for me to pass.
(3) Such as the news of the announcement of the vaccination of children against the Corona virus (Covid 19)
(4) I choose a pass number that is difficult to guess, and which I do not tell anyone but my family and my teacher.

* Al Faez questions - page (17) *

First:
(1) d (2) a (3) d
Second:
(1) ✓ (2) x (3) x

* Lesson (3) *

* Al Faez questions - page (23, 24) *

First:
(1) Digital devices (2) EKB
(3) video-sharing (4) register
(5) Facebook (6) ICT tools
(7) Technology
Second: (1) x (2) x (3) ✓
(4) x (5) ✓ (6) ✓ (7) ✓

* Lesson (4) *

* Al Faez questions - page (31, 32) *

First:
(1) All of the previous
(2) instant response
(3) text, pictures or videos
(4) information or files (5) Video chats
(6) Cell phone application
Second:
(1) x (2) x (3) x (4) ✓

* Lesson (5) *

* Al Faez questions - page (38)*

First:
(1) link (2) Emails (3) chat room
(4) microphone and camera (5) writing
Second: (1) x (2) x (3) x (4) ✓ (5) ✓

* Lesson (6) *

* Al Faez questions - page (44, 45) *

First:
(1) b (2) a (3) b (4) a (5) c

Second:
(1) ✓ (2) ✓ (3 x (4) x

Third: (1) VLABY
(2) National Geographic Kids
(3) Egyptian Knowledge Bank

* Lesson (7) *

* Al Faez questions - page (51, 52) *

First:
(1) digital search (2) audio, video
(3) information (4) Reliable sources
(5) all of the above

Second:
(1) x (2) x (3) ✓ (4) ✓ (5) x (6) x

Third:
(2) , (3) , (1)

* Lesson (8) *

* Al Faez questions - page (58) *

First: (2) , (3)
Second: (1) , (2)

* Ministry book review theme3 *

* page 59:60 *

(1) Write and compare:

1) Synchronous communication: is appropriate between friends or close family.

Asynchronous communication: is appropriate between people who do not know each other well.

2) Unreliable source: Unreliable source like Facebook, Wiki pages, and blogs, you may find information full of opinions, errors, and even lies.

Bias: Unreliable sources of information include personal information and opinions biased towards a particular opinion.

3) Digital citizenship: is the ability to use digital technology ethically, responsibly, and safely.
Digital footprint: Your Digital footprint is a record of what you do online, including the sites you visit and the things you post; it can also.

* Al Faez Review theme 3 *

* Page (62,63) *

First:
(1) EKB (2) video chat
(3) digital communication
(4) All of the above
(5) Digital citizenship

Second:
(1) x (2) x (3) x (4) x (5) ✓ (6) ✓ (7) x
(8) x

Third:
(1) Synchronous (2) Chat rooms
(3) A cell phone application

Answer page (64 , 65) March 1

First:
(1) c (2) a (3) c (4) a (5) b

Second:
(1) x (2) ✓ (3) x (4) ✓ (5) x

Third:
(1) Digital search (2) image sources
(3) Reliable sources (4) internet
(5) Synchronous

Answer page (65 , 66) March 2

First:
(1) x (2) ✓ (3) ✓ (4) ✓ (5) x

Second: (1) D (2) E (3) A (4) B (5) C

Third:
(1) Digital citizen (2) Digital devices
(3) EKB (4) Synchronous
(5) video chats

* The theme 4*

* Lesson (1) *

* Al Faez questions - page (73) *

First:
(1) c (2) a (3) b

Second:
(1) ✓ (2) x (3) ✓ (4) x

* Lesson (2) *

* Al Faez questions - page (80) *

First:
(1) problem-solving (2) A hypothesis
(3) ICT problems (4) group of people
(5) technology tools

Second:
(5), (1), (2), (3), (4)

* Lesson (3) *

* Al Faez questions - page (86) *

First:
(1) x (2) ✓ (3) ✓ (4) x

Second:
(1) a (2) c (3) b (4) b (5) c

* Lesson (4) *

* Al Faez questions - page (92) *

First:
(1) c (2) a (3) b (4) a

* Lesson (5) *

* Al Faez questions - page (98 , 99) *

First:
(1) x (2) ✓ (3) x (4) ✓ (5) ✓ (6) x

Second:
(5), (6), (1), (2), (3), (4)

Third:
(1) algorithms (2) recipe
(3) series of steps (4) a meal

* Lesson (6) *

Al Faez questions - page (104)

First:
(1) b (2) c (3) a

Second:
(1) ✓ (2) x (3) ✓

* Lesson (7) *

Al Faez questions - page (110)

First:
(1) x (2) x (3) x (4) ✓

Second:
(1) Paint
(2) menu bar
(3) colors and images
(4) Toolbox
(5) color options

* Lesson (8) *

* Al Faez questions - page (117) *

First:
(1) ✓ (2) x (3) x (4) ✓ (5) ✓

Second:
(1) c (2) c (3) b

* Ministry book, Review theme 4 *

* Page (118:119) *

(1) Write and complete:

(1) Steps: The steps of making lunch is a kind of algorithm.

Trial and error: trial and error is one way of learning

(2) Algorithm: It is the arranged set of steps to perform a specific task.

Coding: It is a set of repetitive algorithms to make a complete program

(3) A slide: is a presentation page that contains text and images.

A thumbnail: On the left side of the screen, there is a thumbnail, or preview image, of each slide you're creating.

(2) Read and answer:

(1) Following orderly steps to solve the problem makes the problem simple and easy to solve.

(2) Size, color and type of fonts - colors - images - background color are digital concepts that must be considered when designing a billboard.

(3) Choosing the suitable pictures helps send your message

(5) Steps to add an image with PowerPoint, Click on Insert menu. Then click Pictures. Choose the options you need from the menu bar. Drag picture with your mouse into the slide.

(6) **Problems:** They are solved by following a set of sequential steps called an algorithm

Programming: It is the repetition of a set of algorithms

(7) In Paint: Pencil tool, Selection or Crop tool and fill with color tool.

(8) List three visual tools: Design, Transitions, and Animations

*** Al Faez Review theme 4 ***
*** Page (121:122) ***

First:
(1) C (2) A

Second: (1) ✓ (2) x (3) ✓
(4) x (5) ✓ (6) ✓ (7) x

Third:
(1) ICT problems
(2) Internet of Elephants
(3) mobile games
(4) Mazes
(5) technology tools
(6) A hypothesis

Answer page (123, 124) April (1)

First:
(1) Paint
(2) Toolbox
(3) Online
(4) Code.org
(5) color options

Second:
(1) x (2) ✓ (3) x (4) ✓ (5) x

Third:
(1) Microsoft PowerPoint
(2) Mazes (3) Word
(4) Algorithms
(5) Code.org.

Answer page (124, 125) April (2)

First:
(1) F5 (2) Coding
(3) Computers (4) recipe
(5) Excel

Second:
(1) ✓ (2) x (3) ✓ (4) ✓ (5) ✓

Third:
(1) C (2) D (3) E (4) A (5) B

***

*** Model Exam 1 (page) 137 ***

First:
(1) , (3) , (4) , (6) , (7)

Second:
(1) ✓ (2) x (3) ✓ (4) x

*** Model Exam 2 (page) 138 ***

First:
(1) ✓ (2) x (3) x (4) x (5) ✓

Second: (1) C (2) D (3) B (4) A

*** Model Exam 3 (page) 139 ***

First:
(1) C

Second:
(1) Word (2) Synchronous
(3) Chat rooms
(4) microphone and camera

Third:
(1) x (2) ✓ (3) x (4) ✓ (5) ✓

*** Model Exam 4 (page) 140 ***

First:
(1) ✓ (2) x (3) ✓

Second:
(4) , (3) , (1) , (2)

Third:
(1) C (2) D (3) B (4) A

*** Model Exam 5 (page) 141 ***

First:
(1) ✓ (2) ✓ (3) x (4) x (5) ✓

Second:
(3), (1), (2)

Third:
(1) Microsoft PowerPoint
(2) Mazes
(3) Code.org
(4) Mapmaker Interactive

*** Model Exam 6 (page) 142 ***

First:
(1) c (2) a (3) a (4) a (5) c

Second:
(1) ✓ (2) ✓ (3) x (4) ✓ (5) x

*** Model Exam 7 (page) 143 ***

First:
(1) x (2) x (3) x (4) x (5) ✓

Second:
(1) B (2) C (3) A (4) E (5) D

*** Model Exam 8 (page) 144 ***

First:
(1) b (2) b (3) b (4) a (5) a

Second:
(1) ✓ (2) ✓ (3) x

*** Model Exam 9 (page) 145 ***

First:
(1) ✓ (2) x (3) x (4) ✓ (5) x

Second:
(1) ✓ (2) x (3) ✓ (4) ✓

Third:
(1) Internet of Elephants
(2) Internet
(3) Email
(4) Word
(5) A cell phone application

*** Model Exam 10 (page) 146 ***

First:
(1) instant response
(2) The mobile games
(3) historical and cultural
(4) EKB
(5) text, pictures or videos

Second:
(3), (1), (2)



"With best wishes for success"
Al Faez